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ABSTRACT

This is the twelfth annual volume of outstanding campus initiatives published by the National Council of Instructional Administrators (NCIA). The volume contains sections corresponding to the five categories in which programs were originally submitted to NCIA for its annual Exemplary Initiatives Awards. Section 1 includes the descriptions of the two programs that shared the award for Exemplary Initiatives in Enhancing Student Success: Los Angeles City College for "The City as Classroom" and MiraCosta College for "Enhancing Student Success." Section 2 includes the program that was given the award for Exemplary Initiatives in Workforce Development: Del Mar College for "Project Teacher Start." Section 3 includes the program that was given the award for Exemplary Initiatives in Developmental Education: Heartland Community College for "Course Selection Guides for Developmental Students." Section 4 includes the program that was given the award for Exemplary Initiatives in External Partnerships and Collaboration: Panola College for "Internet Partnership." Section 5 includes the two programs that were given the award for Exemplary Initiatives in Alternative Delivery: Prince George's Community College for "Online Express" and Triton College for "Triton College's Undergraduate Center." Edited versions of all other entries in each category are included in each section. (NB)

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Community College Exemplary Initiatives Volume XII

2000–2001

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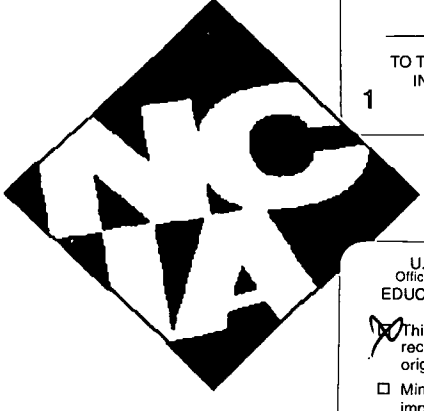

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Community College Exemplary Initiatives Volume XII

2000–2001

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Marianne Myrick — Administrative Assistant

At NCIA Office in Nashville:

Donald Goss — Editing, Publication

Susan Goss — Editing, Proofing

INTRODUCTION

Community College Exemplary Initiatives, 2000-2001 is the twelfth annual volume of outstanding campus initiatives published by the National Council of Instructional Administrators (NCIA).

This present volume contains five sections corresponding to the five categories in which programs were originally submitted to NCIA for its Annual Exemplary Initiatives Awards. These awards were presented at the annual AACC convention held in April 2001 in Chicago, Illinois.

Section I includes the descriptions of the two programs that shared the award for ***Exemplary Initiatives in Enhancing Student Success.*** Edited versions of all other entries in this category are included.

Section II includes the program that was given the award for ***Exemplary Initiatives in Workforce Development.*** Edited versions of all other entries in this category are included.

Section III includes the description of the program that won the award for ***Exemplary Initiatives in Developmental Education.*** Edited versions of all other entries are included

Section IV includes the description of the winning program in the category ***Exemplary Initiatives in External Partnerships and Collaboration.*** Edited versions of all other entries are also included.

Section V includes the description of the two programs that shared the award in the category ***Exemplary Initiatives in Alternative Delivery*** and the program that was given an Honorable Mention. Edited versions of all other entries are also included.

In all, 137 programs are described herein.

Each program cites the institutional contact person, the college address and phone number and the name of the college's Chief Executive Officer. An "Index of Participating Colleges" is contained at the end of the book.

Programs were nominated as exemplary by the participating colleges. Each college determined the category or categories in which to compete. Program narratives were restricted to a maximum of 1000 words. For this volume some editing for style has been done.

Programs submitted were required to address three criteria in their narrative:

1. Must identify how the program is innovative and creative.
2. Could be adopted/adapted by other colleges.
3. Can provide indications of success on campus.

In certain instances, colleges chose to address each of the criteria in turn within their narratives. In other instances colleges generally covered the criteria, but with [illegible] t reference to them.

Beyond presenting its awards, the National Council of Instructional Administrators makes no judgment on the merit of individual programs, but is pleased to include programs as submitted. Program evaluators were selected by the NCIA National Board.

The Council is pleased to provide, as part of its membership services, copies of this publication to its members. On a periodic basis the Council publishes other materials of interest to academic administrators. A quarterly Newsletter is also distributed to all NCIA members.

This book and earlier issues (as well as newsletters) are available through ERIC. You may also find this book and current newsletters on our website: www.nciaonline.org.

Additional hard copies of this publication are available for $15 each. Orders may be sent to NCIA, P.O. Box 210040, Nashville, TN 37221-0040. Checks should be made payable to NCIA. Discounts are available for orders of more than five copies.

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SECTION I

EXEMPLARY INITIATIVES IN ENHANCING STUDENT SUCCESS

PROGRAM AWARD WINNER

The City as Classroom
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, CA 90029-3588
(323) 953-4201
C.E.O.: Mary Spangler
Contact Person: Galust Mardirussian

"Similar to a taste in one's mouth; Temporary, yet everlasting...
We opened up L.A. like a huge textbook; And our prejudice we overtook..."
from A Taste, rap song by Valerie Hernandez, City of Angels student, Fall 1999

"In this class you will be asked to explore your beliefs... to remove the blinders that have been placed on you.... You begin to learn a splinter of understanding through another person's cultural eyes.... This class will try to get you in touch with yourself by introducing you to others' beliefs and customs."
from an essay by Derrick Marshall, City of Angels student, Fall 2000

Valerie and Derrick's statements are representative of the reactions we receive from students in our City of Angels program at Los Angeles City College. Nine faculty members from seven different disciplines joined forces to create a highly successful, interdisciplinary, thematically driven program that turns our home—the city of Los Angeles—into a classroom and laboratory. Our point of departure is that experiential learning contributes to student success and diminishes the student drop-out rate. A typical class session includes a visit to a cultural center in a local ethnic community where students view the art, hear the music, taste the food, and experience the customs of that community. These activities enhance classroom discussions and related reading and research assignments. Our program is rooted in an innovative pedagogy: students learn more and are better served by our college when they inhabit their education.

Innovative

Traditional curricula assume a homogeneous student body. However, at Los Angeles City College we are host to students from seventy-eight ethnic and linguistic groups. We cannot count on students having shared reference points and learning styles. Given the demography of our—as well as most—urban settings, it is imperative to create an environment where learning happens thematically and "participatorally." Our approach makes education accessible, exciting, and culturally relevant to traditional and nontraditional students alike.

City of Angels courses transform students into active learners. Our program immerses them in an instructional culture that emphasizes experiential learning, interdisciplinary patterns, analytical thinking, life-long learning, and understanding. We herald the American Association of Community Colleges'

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observation, "The traditional organization of...college teaching...may need to shift to an emphasis on methods of solving problems increasingly by interdisciplinary approaches." The cross-pollination of various disciplines—from the humanities to the sciences—engages students who feel disenfranchised by linking scholarship with their own cultural backgrounds.

In one class unit, for example, our students observe a panel discussion featuring city leaders and faculty from our consortium of universities and City College who address issues related to the settling of Los Angeles and ensuing demographic shifts; visit the Southwest Museum to study the history, sociology, and agriculture of Native Americans in Los Angeles; and read excerpts of a novel about early Spanish settlers and Native Americans. With the direction of their instructors, our students learn to integrate these experiences into critical understandings of their environment.

As we move a large part of the student experience away from a unilateral, lecture-based model toward a student-centered learning paradigm, barriers between faculty and student, faculty and faculty, college and community, and most importantly, student and student break down.

Successful

The first City of Angels course, offered in the fall of 1998 on Saturdays, combined Humanities 61 (Man and His Environment) with three levels of English (Developmental Writing, Freshman Writing, and Contemporary Literature courses). Enthusiastic student response and high retention rate of led to the creation of our second course in the fall of 1999 on Fridays, in which we combined Art 103 (Art Appreciation) and English 103 (Critical Reading and Writing). We recently received a Fund for the Improvement of Postsecondary Education (FIPSE) Planning Grant. With those monies we are designing three new interdisciplinary courses: (1) Los Angeles Art + Developmental Writing for Future Teachers, to be offered in the summer of 2001; (2) Los Angeles Music + Literature; and (3) Los Angeles Astronomy + Astrology + History to be offered in the fall of 2001.

The success of our courses is evident and measurable. While the traditional Humanities 61 course had sixteen students, the City of Angels course had fifty-four. While the retention rate in the traditional Humanities 61 was less than 60 percent, the rate in City of Angels course was 90 percent. We are confident that our program will have a significant impact on graduation and transfer rates.

With assistance from the Planning Grant, we have acquired the services of an outside evaluator, the Evaluation and Training Institute, to evaluate qualitatively and quantitatively our program. The results will better direct us in developing a comprehensive, degree-oriented Los Angeles Studies Program.

Adoptable and Adaptable

Our program can be transferred to any interdisciplinary curriculum that uses the immediate surroundings of a learning institution as a classroom and laboratory. For example, our [Astronomy + Astrology + History] curriculum can be transferred to any urban or non-urban postsecondary school and be adapted for a [Marine Biology + Geography] curriculum. Our program is, of course, particularly relevant for poly-ethnic cities. Our faculty members have participated in several conferences from California to England to share our modes of implementation of such a program. And a number of educational institutions (e.g., University of

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Southern California and Cal. State Northridge) have expressed enthusiastic interest in our program.

The creation and implementation of our City of Angels interdisciplinary and experiential classes will benefit a large variety of educational institutions by: a) providing course outlines for eight innovative courses, each 3 to 9 semester units; b) setting up a model curriculum that uses the environment surrounding an educational institution as relevant materials for learning; c) setting up a process for establishing closer, more meaningful relationships between college and community; and d) giving students the opportunities to sharpen their creative and analytical skills within a real context, have frequent student-teacher contact with quality feedback, and obtain a greater degree of cross-cultural understanding, appreciation, and tolerance.

PROGRAM AWARD WINNER

Enhancing Student Success
MiraCosta College
One Barnard Drive
Oceanside, CA 92056-3899
(760) 757-2121
C.E.O.: Tim T. L. Dong
Contact Person: Karen Baum

"Will you be grading primarily for content, or will you take off points for grammar and misspelled words?" "Can I give my own opinion, or do I have to support what the book says?" "No one ever told me before I needed a style guide to help with my writing, so why did you tell me I need one?"

Real questions from real students. Some students are genuinely concerned about their writing and want to improve. Other students don't want to write, and others are willing to follow the teachers' writing requirements and guidelines, but their spirits are diminished when the writing is not free-form and demands attention to rules of formatting, organization, and adept language skills. This is more work than they anticipated.

In addition, just as students have forever questioned "why" they need courses in algebra and chemistry when they don't need them in their "real life," they question the need for serious writing in their lower division general education social and behavioral science courses. A department may embrace the importance of writing across the curriculum, but this doesn't mean the students will express gratitude. Therefore, perhaps teachers can express gratitude to students who take writing seriously, persist through difficult writing assignments, and create work that they can be proud to share with others. With this idea in mind, the faculty in our department created The Behavioral Science Student Paper Symposium.

Throughout the academic year, teachers in the Child Development, Psychology, and Sociology programs ask students for permission to retain papers that each teacher has judged exceptionally well written. Any significant writing assignment may qualify: term paper, take-home exam essay, Service Learning paper, or a particularly well-crafted homework assignment. Each teacher is the first

evaluator, assessing students' adherence to the requirements for the assignment and the quality of their writing. Papers are photocopied and sent to faculty in our department who agree to read and rank the papers. We use a simple ranking method of assigning a 1, 2, or 3 to the paper, with 1 the highest ranking. After ranking, we meet to discuss our reactions to the papers and decide which students should receive honorable mention certificates and which six students should receive certificates of excellence and small monetary awards. All of the students who give permission to retain and share their papers are invited to the symposium. Students receiving honorable mention certificates are announced, and their teachers present the certificates. Then the students receiving the certificates of excellence are announced, and their teachers present them the certificates and a check for twenty-five dollars from the college. These six students are seated at the front of the room, and we follow the model of a roundtable presentation at a professional conference. Each student has five to ten minutes to share his or her work with the audience.

We invite a number of instructors from other departments, our dean, the Vice President of Instruction, our faculty secretary, and other MiraCostans, and we also announce the event in our classes. Students whose papers have been selected often invite their parents, friends, children, or classmates.

The cost of the symposium is meager. We have been able to secure money from various campus sources to provide lunch and the certificates. The college's Women's Advisory Committee provides the award money. Although the event itself is informal (we use a classroom and our official college hour between noon and one o'clock), students are genuinely surprised and gratified to be the recipients of the certificates and the money. In addition, the recognition is meaningful in ways that we had not considered. One student returned our check, expressing her appreciation and telling us that she wanted the money used to ensure that the event could be held again. One instructor commented that she noticed distinct improvements in the confidence levels of reserved students when their work was recognized, and all of the students have expressed pleasure and sometimes delighted wonder when singled out. Paper topics have included complex explanations of neurotransmitters in the brain, discussion of the long-term effects of domestic abuse, results of original participant observations and surveys, and papers linked to volunteer experiences in the community.

While we wanted to find a way to reward students for their writing efforts, we never expected that single sheaves of parchment printed with "honorable" or "excellent" and a small amount of money would mean so much to them.

It's About Students
Albuquerque TVI Community College
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Contact Person: Tricia Miller

The TECH Center in the Technologies Department at Albuquerque TVI is "about students." The TECH Center is an "exemplary initiative" that "enhances student success" and contributes to student retention. Students come to the Center to use the equipment, to meet study partners or groups, and to receive necessary tutoring; the student finds a social and academic place within the Institute to "belong." This sense of belonging has long been considered an essential factor of retention success.

In addition, students are introduced to peer mentors who work with them primarily in the Center itself, but at times in 30+ designated laboratories that support instruction in the department. Industry mentors, contacted by the TECH Center, also work one-on-one with students, advising them and assisting with their preparation for interviews and entry into the world of work.

The TECH Center is a resource for the Technologies Department, one of six instructional departments at TVI; the department offers rigorous programs with intensive technical lab instruction in mathematics, physics, and chemistry course requirements. Technologies programs include Electronics Technology, Electronics Engineering Technology, Pre-Engineering, Manufacturing Technology, Architectural/Engineering Drafting Technology, Computing Technology, Networking Technology, Web Technology, Design Drafting, Engineering Technology, and Construction Management. The Technologies Department, which has a history of partnership with industry, provides students with occupational skills needed in technical fields.

The TECH Center addresses all aspects of student learning. The physical facility houses a variety of electronics equipment including networked computers and a myriad of software as well as comfortable study areas. The mission of the TECH Center is to support a positive learning process; to serve as an instrument of retention; to help students achieve their educational goals; to direct students to services which the TECH Center cannot provide; to assist with job searchs; and to promote the hiring of Technologies students and graduates for co-ops, internships, and regular full-time positions.

Especially important to the mission of the TECH Center is its relationship with industry, particularly in the Albuquerque area. TVI is a major base for the training of a qualified workforce for Intel Corporation and several other technology-based companies. In 1995 and 1996, the retention rate in the Semiconductor Manufacturing Technology program was estimated to be below 30%. The need to retain more students in that program launched the retention efforts that resulted in the development of the TECH Center. Intel funded a one-year retention pilot project which included the hiring of a mathematics tutor and the creation of a Workforce Mentor Project that paired students with industry mentors. By providing a realistic view of the work environment and an accurate understanding

of the required job-related skills, the mentors are able to give valuable insight to the students, both motivating students while they are in school and enabling them to make smooth transitions into the workforce. (The operation of the TECH Center was to be sustainable by TVI after the pilot project ended.)

The staff of the TECH Center consists of an Achievement Coach, Peer Mentors (student employees who are excelling in their Technologies programs and who provide information, tutoring, mentoring, and assistance), and a Math Tutor. The Peer Mentors participate in staff projects that enhance personal academic growth and contribute a resource or a service to the TECH Center. Initiatives of the Peer Mentors have included the TECH Center web site, http://tech.tvi.cc.nm.us/techcenter/, two-airbrushed wall murals, several technical mini-labs, many course reference materials, and TECH Center marketing materials. Instructional Technicians from the Technologies Department also provide valuable tutoring to students.

The Achievement Coach provides direction, advice, and referrals to other services geared toward addressing the distinctive needs of each student. In addition, the Achievement Coach establishes relationships with the TVI faculty so that student issues can be addressed cooperatively.

After the establishment of the TECH Center, retention increased dramatically. During the year 2000, there were almost 8000 visits to the TECH Center. The Achievement Coach visits Technologies classes promoting the use of the Center along with its computers and other electronics equipment, mentoring, and tutoring. Faculty members encourage their students to use the Center's resources as well. The Achievement Coach and other staff members facilitate a friendly, welcoming environment so that students feel comfortable to ask for help.

The TECH Center is an environment of learning, belonging, and succeeding. Extensive data shows the Center has had an impressive effect on student retention and success, but just a visit through the Center validates the impact. Students of diverse age, culture, and socioeconomic status greet each other, spread out their books and papers, log onto computers, ask tutors for assistance, and begin to find their places in the world of knowledge and success.

New Student Welcome
Albuquerque TVI Community College
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Contact Person: John Walstrum

Many community colleges are experiencing growth. Because of this growth new students may not be aware of the people that can help guide them through their educational experience. The Trades and Service Occupations department at Albuquerque TVI Community College provides a mandatory "New Student Welcome" which introduces new students to these people. New students get to meet face to face the Dean, Assoc. Dean, Directors, Chairs, and others that they need to know. We feel that when a student meets the people that are here to help them they feel welcome and are able to match a face with a name. Student feed back after this experience is very positive. It's all about students.

TRADES AND SERVICE OCCUPATIONS
NEW STUDENT WELCOME

Process Boundaries:

1. Start: Scheduling of orientation.
2. End: Orientation occurs.

Purpose: Provide TSO orientation to welcome new students, faculty and staff that includes:

- Support people
- Financial Aid/scholarship information
- Safety issues
- Graduation process
- Student planner (calendar)
- Skills USA
- Feedback form

PROCESS

1. Achievement Coach contacts Directors/Chairs of each program area to schedule orientation time, date, and location. The orientation should occur during the first two weeks of the term. Scheduling should be completed before new term begins.

2. Schedule of orientation dates, time, and location will be distributed to:

   - Dean
   - Assoc. Dean
   - Directors
   - Chairs
   - Financial Aid
   - Academic Advisors
   - Co-op coordinator
   - Skills USA Chair
   - New Faculty and staff
   - TSO Safety Chair

   Memo will include invitation to attend and agenda

3. Program Chairs notify first term instructors of dates, time and location of cluster orientation. All first term classes will be required to attend.

4. Achievement Coach confirms attendance of:

   - Dean
   - Assoc. Dean
   - Program Chairs
   - Directors
   - Skills USA Chair
   - Women in Trades/Co-op coordinator
   - TSO Safety Chair
   - Financial Aid
   - Academic Advisor and provides agenda

5. Orientation Occurs.

6. Evaluation—Student feed back forms will be used to improve orientation. One meeting a year will occur with the team to evaluate and improve the process.

T&SO Welcomes New Students
Agenda

- Introduction of Dean/Assoc. Dean by Richard Martin
- Dean/Assoc. Dean welcomes new students (2 min.)
- Introduction of Chair by Richard Martin
- Chair explains how he/she helps students (2 min.)
- Introduction of Director by Richard Martin
- Director explains how he/she helps students (2 min.)
- Introduction of Financial Aid Rep. by Richard Martin
- Financial Aid explains Financial Aid/Scholarship info. (5 min.)
- Introduction of Safety Chair by Richard Martin
- Safety Chair explains safety and procedures (5 min.)
- Introduction of Academic Advisor by Richard Martin
- Academic Advisor talks about advisement and graduation (5 min.)
- Introduction of Skills USA Chair by Richard Martin
- Skills USA Chair explains program (5 min.)
- Introduction of Women in Trades/Co-op coordinator by Richard Martin
- Coordinator explains programs (5 min.)
- Achievement Coach explains Student Support Center services (5 min.)
- Achievement Coach facilitates questions and answers from students (5 min.)
- Achievement Coach facilitates Student feedback form
- END

Thoughtful Teaching for Thoughtful Learning
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Contact Person: Jon Bentley

During spring and fall terms 1998, a small, dedicated group of instructors from several of TVI's six instructional departments began to plan ways to incorporate critical thinking methods and core CT philosophy into existing curricula. The guiding sentiment was that too many of our students lacked higher order cognitive abilities, were not being taught critical skills as a means of coping with their academic work and their career goals, and were failing to learn successfully or were dropping out when their learning styles and study habits or patterns proved inadequate.

The project's spearhead group at first drew up a proposal to acquire funding for the project from the Carl T. Perkins Foundation, but, when the road to Perkins money proved a political deadend, the group turned to internal sources for

funding: the school's Professional Development Center's pot of Title III money and the deans' own departmental resources. Gradually, the core group team members were awarded course releases to develop the project and a small budget to send people to national training sessions and to build a reference library. By spring term 1999, the spearhead group included at least one faculty member from each instructional department and an associate dean to serve as administrative liaison/sponsor.

It was decided that the project would develop most powerfully and most enduringly if designed in three initial phases: Phase I was the composition of a nucleus of task-specific team members who subsequently developed a resource-intensive website (including an evolving bibliography and teaching tips from practitioners) and planned a summer CT workshop where the team members could engage their colleagues in open dialogue about ways to provide students better and more opportunities to become critical thinkers.

The workshop, Phase II, was held June 25, 1999, with a participatory attendance of 75 faculty and staff. Follow-ups to the workshop included ways for participants to help the team design Phase III, a longer, more-intensive workshop that was held November 5, 1999, with another 70 faculty and staff (as well as a TVI Governing Board member, APS teachers, and two administrators from the New Mexico Department of Corrections) in attendance.

Phase IV, which proved our capstone experience, was the hosting of the Southwest Consortium for Critical Thinking's Second Regional Conference on April 7, 2000, with students, faculty, and administrators in attendance from twenty colleges and universities in a five-state area.

During the remainder of Y2K, a critical thinking English course was developed and piloted, the team continued to visit classes and hold mini-workshops to inculcate CT philosophy and methodologies among faculty and student populations, and a pilot CT module for a new academic success course was developed. As each phase has reached the stage of actualization, the team's conceptual bias and practicum have affected more than 200 faculty and staff at TVI, who have begun to re-think and re-design their courses and regimen to focus intently upon critical thinking, problem-solving, and evaluative skills. Using simple extrapolation, it's fair to say that many hundreds of students have been introduced to basic critical thinking methods—students who would have had to take our Philosophy 156/Logic and Critical Thinking course to gain some acquaintance with these advanced reasoning skills.

Phase V, integrating a CT module in the academic success course, is unfolding during spring term 2001, with Phase VI projected to be a series of student forums in which critical thinking challenges (at first, in the political science arena) and dialogue will be developed in partnership with our chapter of Phi Theta Kappa, the international two-year honorary society. The CTAC website has had more than 1,500 hits, the team continues to add teaching tips and bibliography entries, and students report that the CT assignments they're getting in their classes have helped them become more discriminating and better able to cipher complex information that comes at them from multiple sources. Anecdotal evidence suggests that instructors, too, are experiencing different results and unexpected feelings about their teaching when they integrate critical thinking into their courses: students are more engaged, less apt to accept poor arguments at face value, and more inclined to collaborate in activities requiring comparison of perspectives. The team's greatest hope is that because of the efforts made by this

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small group of caring, thoughtful educators, future graduates of TVI will be critically prepared to meet the changing demands of the workforce and to accept conscientiously the responsibilities of active citizenship.

Computer Animation Program
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The program in Computer Animation at Bergen Community College has progressed into a more mature phase in the past few years. In the spring of 1997 the program was in its infancy. The Animation curriculum itself seemed to be an outgrowth from our program in Computer Graphics/Graphics Design. The problem was that unlike the program in Computer Graphics/Graphics Design which focuses on print graphics, our program in Animation needed to reflect the essential nature of animation: time. Many of our courses did not reflect this, whether it was the fact that students taking Art History were not introduced to the history of cinema, or that the foundation courses focused on graphic design issues and not cinematic ones. Furthermore, the technology used in the production courses were woefully out of date.

Several faculty members from the Art discipline took the majority of the responsibility for a project that would upgrade the facilities and lead to significant changes within the curriculum. The project included searching for external funding for a new facility and working together with the music discipline in a cooperative effort to configure and implement a new facility that would better serve the envisioned curriculum. Eventually funding was obtained through a Perkins Grant and the multi-media lab was created. The lab itself is an unusually well equipped facility for motion graphics, video and audio. A computer animation lab of its size and scope, which lets each student work on their own machine during class time is probably unique.

Curricular changes were instituted that better suited the program. The content of the *Introduction to Computer Graphics* course was changed to include 5 weeks on Animation, giving students a taste of both programs in one course. A *History of Animation* course was instituted and is running for the first time in Spring 2001. This course is particularly important because students in advanced technical classes were unaware of much cinema history, and almost completely oblivious to the history of animation. It also helps students develop a critical filter with which they can approach any kind of visual information. This is particularly important in an era when most information is transmitted visually through television and digital media. We are currently building a collection of video copies of significant works in the library media collection to serve this course. Relevant courses such as *Computer Imaging* and *Presentation Graphics* (a web and interactive multi-media animation course) were added to the curriculum, and less relevant courses were removed. The other animation production courses are: *2D Computer Animation 1,* which introduces the basic concepts of graphics creation and animation on the computer, *3D Computer Animation 1* which introduces students to the 3 dimensional scene, and how to animate within it. *3D Computer Animation*

2 focuses on the creation and manipulation of 3 dimensional objects which can be put into animations, and finally *2D Animation 2,* our capstone course which focuses on composition and editing 2D and 3D graphics, video, and audio.

Already students have created many exciting and interesting animated works in our courses, which include 2D and 3D graphics, video, and audio. Some of the best students have obtained internships, enrolled in 4-year programs, and started work in industry. All of this sparked a great deal more student interest in the program in Animation, which will become even more relevant as expanding bandwidth allows for more diverse cinematic expressions over the internet, and the medium of television and the field of computing come closer together.

The Computer Animation Program at Bergen Community college is an example of what can be accomplished by motivated faculty who think creatively to innovate and institute curricular change. The program has already attracted a significant number of students and will allow Bergen Community College to be a leader in preparing students for further education and careers in a field that is expanding rapidly.

Instructional Technology Infusion Prolect
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"Teaching at a distance is different from traditional teaching" (Cyrs, 1997, p.1). The simplicity of this statement may belie the impact of the shifting paradigm, which is amplified by the union of teaching with technology. Notably dominant shifts appear within the environment created by online learning communities, specifically in the roles of educator and learner, and in beliefs regarding the nature of learning. Such shifts challenged our college to address the question: *How does an educational institution make such a transition?*

Chemeketa Community College boasts a vibrant and growing online program in which 71 instructors taught 2,861 students 134 courses during fall term 2000. This is an increase of more than 1,000 students compared to the previous fall term. In 1999-2000 a total of 5,293 students were served compared to 1,291 students in 1996-97. The number of courses currently offered online during the academic year exceeds 200 with 91 instructors involved.

In 1996, Chemeketa's approach to the challenges of transition contrasted with traditional practices. Rather than address the question directly, Chemeketa began by seeing the ends rather the means, making its goal to develop a two-year online degree. Although this decision struck some as premature—creating a vision rather than a plan—it resulted in an invitation for spontaneity and creativity, and gave birth to a faculty development program that resulted in a descriptive rather than prescriptive approach to the infusion of technology in teaching. Within this atmosphere, discussions about how the power of technology can create new dimensions to teaching and learning resulted in the development of the Instructional Technology Infusion Project (I-TIP), more commonly known across campus as the Summer Institute.

Description of Faculty Development Program

Two instructors have been released from their full-time teaching assignments to act as Institute facilitators and coordinators for online instructional support. In conjunction with the college's goals to (1) increase the infusion of technology, and (2) construct sound pedagogical principles that address the paradigm of the electronic environment, the I-TIP program focused on four broad-based goals to effect a pedagogical transformation.

- Sustain and expand the online environment
- Infuse technology into onsite learning
- Support and train instructors/staff on the use of technology
- Assess online instruction as a model of distance education

All of these goals become the core of an annual Summer Institute that has been offered since 1996. Through the Summer Institutes, I-TIP sought to make substantial changes in pedagogy through strategies that reflect the spirit of Becker and Ravitz's (1999, p. 360) adoption stages: opinion climate, social-support resources, and materials, information, resources. The Institutes also embodied particular principles associated with the electronic environment's power: the shift of didactic instructor to facilitator of learning, the shift of learner from passive receptor of information to constructor of understanding, and the shift from content-driven curriculum to learner-centered curriculum.

Initiative Results: The Value of Institute Participation

Four themes have emerged from the collective conversation among staff who have participated in the Institutes describing technology's impact on their teaching practices:

- Technology informs all teaching assignments not solely distance learning.
- From technology emerges new ways of connecting us with our students and connecting students with one another.
- Technology can assist us in making learner-centered environments that support best practices.
- Technology affords us the opportunity to re-envision our content and pedagogy.

Evidence of the contribution of the I-TIP approach is also mirrored in a variety of institutional arenas;

- Increased enrollment in successive I-TIP summer institutes
- Extensive, ongoing training programs addressing all aspects of infusing technology into the campus culture
- Attendance at new social gatherings: Tea and Technology and Program Showcase events
- Growth of online course offerings and student enrollment
- Addition of both electronic classrooms and technology labs
- Increased development of web sites by staff to support onsite instruction
- Increased involvement of adjunct faculty in training and teaching with technology
- Increased staff development funds from various funding sources that promote development of online/electronic courses
- Heightened attention to assessment tools for the electronic environment

- Increased online support services and access for all students
- Increased program involvement in scheduling, staffing, and curriculum development issues

Summary

Chemeketa Community College's Instructional Technology Infusion Project has expanded and evolved during the five years of its existence. This innovative, faculty-driven effort has supported teachers as they have creatively transformed their instructional practice through the use of technology. As increasing numbers of community college students elect to learn online, it is essential to continue and to adapt initiatives such as this.

Associate Program For Adjunct Instructors
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As professionals we are all involved in a constant process of assessment, renewal, and improvement. As teachers we are generally left to our own devices to drive and motivate that process. However, the trial and error method of teaching improvement is often a slow, lonely, uncertain pursuit. Although teachers do change simply by trying new methods, we improve much more rapidly by working with colleagues in the pursuit of specific goals. The College of the Canyons Associate Program for adjunct instructors is an attempt to provide a mechanism for sharing our teaching and working together. Just as important, the program is designed to provide a concrete reward for the pursuit of teaching excellence.

Simply put, the Associate Program is a series of workshops and activities exclusively for adjunct instructors. Participants in the workshops receive stipends for attending and completion of the entire program results in a permanent increase in pay.

Unlike many teaching workshops, the Associate Program places an emphasis on the discussion, development and practice of teaching skills rather than the dissemination of information. There is no attempt to propagate a "one-best-way" nor is the program in any way tied to the evaluation of job performance. Throughout the program, participants are asked to demonstrate their teaching practices and to discuss those practices with other faculty members. Participants, in turn, have an opportunity to watch others teach and to learn from their experiences.

Requirements—In order to be classified as an Adjunct Associate Instructor, an individual needs to satisfy the following three requirements:

1. **Completion of a Teaching Skills Workshop (TSW)** The TSW is a 24-hour course for instructional improvement, which is based on the concept of microteaching. The idea behind micro-teaching is that teachers can learn by giving very short lessons to other teachers and receiving feedback on the

basic skills demonstrated in those lessons. Each participant must present a series of 15-minute presentations. The chance to practice teaching, along with the feedback provided by the group, allows even experienced instructors to learn from what they do every day. The workshops are offered on weekends so that those who work during the week will be able to attend. That is six hours a day over three days during the fall semester.

2. **Completion of the Advanced Teaching Workshop (ATW)** After completing the TSW, the instructor will attend an Advanced Teaching Workshop, which is three days of workshops that cover a few select topics in greater depth than is possible in the TSW. Classroom assessment techniques, technology in the classroom, promoting active learning, and motivational techniques are examples of the types of topics that might be covered; however, the specific topics may vary from year to year. This workshop allows teachers an extended period of time to discuss and question the approaches they are using in the classroom. The ATW is three Saturdays during the spring semester.

3. **Completion of an Applied Teaching Demonstration (ATD)** The third step in the program is an "Applied Teaching Demonstration." During both of the above workshops, teachers are urged to explore and experiment with new skills and techniques. The teaching demonstration is an opportunity for feedback about the real-world application of those skills and techniques. Participants are asked to plan a lesson in cooperation with a faculty mentor. The lesson is based on the principles and techniques practiced in the workshop. The mentor observes the lesson in the classroom and provides the mentee with feedback. Usually the teacher is experimenting with a new technique and can profit from the observations of another experienced teacher. The mentee submits a written set of observations, a self-evaluation, in reaction to the demonstration.

Benefits for Associates

- **Improved Teaching**
  Since the program emphasizes the practice of new teaching skills followed by comments and discussion, teachers at every level of proficiency should profit from the program. Participants will find a very direct and immediate application for their learning. In some instances, changes in the classroom could be expected to occur within days or weeks of participation in the workshops.

- **Professional Advancement**
  Completion of these workshops and the granting of Associate status are concrete indicators of professional advancement. The workshops are representative of a significant broadening of one's teaching knowledge and skills and emblematic of a devotion to professional development. College of the Canyons, and other community colleges, will hopefully be cognizant of that fact during the hiring process. Many past graduates have indicated that the Program aided them in the pursuit of a full-time teaching position.

- **Higher Pay**
  Instructors who attend the workshops will receive a stipend of $100 for the T.S.W. and $100 for the A.T.W. In addition, Associate adjunct instructors will be paid at a higher rate than those without this status. Associate adjunct instructors will be placed on a separate pay scale with a 10% higher rate than other adjunct instructors.

Basic Principles of Teaching Promoted by the Program

- Teaching is more effective when based on clear, interactive communication between the teacher and the learners.
- Teaching is more effective when students are actively involved in learning.
- Good planning makes teaching more effective.

Evaluation

- The Associate Program administers anecdotal evaluation instruments at every workshop. These are reviewed and evaluated after each workshop. The vast majority of these evaluations have been extremely positive. The suggestions for change are usually minor and have to do with personal style and preference. The suggestions are reconsidered each summer at an annual retreat at which the entire Program is reviewed and modified.
- In cooperation with the Office of Institutional Research, the Associate Program participated in an institutional survey of adjunct instructors that, in part, included assessment items related to the Program. This survey indicated that Program graduates were making changes in their teaching practices. We are also conducting a long-term evaluation of specific teaching practices. Participants are asked to complete a survey of teaching practices at the beginning and end of the Program
- The fact that demand has always exceeded supply is worth noting. We have more adjuncts applying for the Program than slots available. Word-of-mouth approval is a strong indicator that the Program has been judged a success by those in the best position to evaluate.
- In February of 1999 the Associate Program received a certificate of excellence as a part of the prestigious Hesburgh Award process. TIAA-CREF presents national awards to university and community college programs for teaching improvement and professional development.

Engaged Scholarship: Collaboration for Excellence
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Program Description: The engaged scholarship activity at Collin County Community College will be presented as a model of collaboration between nationally recognized academic programs. Learning Communities and Service Learning programs have joined together to promote civic engagement and leadership in students.

The Challenge

The National Campus Compact in a 1999 Presidents' Fourth of July Declaration on the Civic Responsibility of Higher Education stated "There is growing evidence of disengagement of many Americans from the communal life of our society, in general, and from the responsibilities of democracy in particular. We share a concern about the disengagement of college students from democratic participation." Only 32 percent of people between the age of eighteen and twenty four voted in the 1996 presidential election and predictions are that as few as 20 percent will vote in the 2000 election.

Chris Gilmore, director of the Florida Governor's Commission on National and Community Service noted "There is no better way to learn leadership than by leading, and no better way to learn the value of service than by serving." Collin County Community College is addressing the increasing civic disengagement in our society by creating service learning opportunities in learning community courses which allow faculty and students to be actively involved in service and leadership within the college, the overall community, and society in general.

Process, Time Line, Participants, and Resources

Ernest Boyer, the late chair of the Carnegie Foundation for the Advancement of Teaching, argued that "colleges can find a way back to their civic mission through engaged scholarship that addresses the pressing problems of the day, makes connections across disciplines, and places special ties in larger contexts." Engaged scholarship activities at Collin County Community College facilitate interdisciplinary connections and promote a unified vision between faculty.

Faculty planning to offer a learning community select a partner/partners and a theme for the course approximately one year prior to its offering. The planning for how the course will be taught begins with observation via classroom visits, faculty discussions regarding format and pedagogy, and the establishment of mentoring relationships. The semester prior to the course offering, faculty meet with the Director of Service-Learning to explore service-learning opportunities. Because this collaboration utilizes existing resources already established in both learning communities and service-learning, no additional resources are required.

Results and Impact

Learning communities have enabled students to travel outside the classroom and apply the knowledge they gained in class to a real-world situation through service-learning. Students in learning community courses have conducted a successful voter registration drive, volunteered their services at a Dallas homeless shelter where they studied the population and documented the experience photographically, and have developed research projects for the McKinney Public Library, Heritage Guild and the Collin County Farm Museum. Learning Community classes also host a monthly film festival to examine the influence of media on society. Focus group data show that these experiences resulted in increased civic participation, enhanced social awareness, and reinforcement of concepts presented in the classroom.

Learning communities incorporating a service-learning component have a significantly higher rate of retention (17%) than both the College as a whole and like courses offered in a traditional learning format. Students enrolled in these courses also experience a higher rate of success (15%), earning a grade of D or

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better. Student focus groups reflect an increase in the essential elements of engaged scholarship, including a climate of open communication and objectivity, expanded intellectual abilities, practical experience in community organizations, and a deeper understanding of democratic ideals.

Lessons Learned for Colleges Considering a Replication of This Initiative

According to a joint report by the American Association of Higher Education, the American College Personnel Association and the National Association of Student Personnel Administrators, "most colleges do not use collective wisdom as well as they should. To do so requires a commitment to and support for action that goes beyond the individual faculty or staff member. ...It is only by acting cooperatively in the context of common goals, as the most innovative institutions have done, that our accumulated understanding about learning is best put to use."

Due to the collaborative nature of these two existing initiatives, no additional expenses are anticipated. However for colleges that do not currently have learning communities or service-learning in their curriculum, a college representative must be designated as the program liaison.

Community agencies must recognize that student participation is much greater than would be expected of a volunteer. In order to make it a meaningful learning experience, students must appreciate how their participation advanced the goals of the agency and its relationship to course objectives.

The block of time in a learning community allows for more innovation inside and outside the classroom. At Collin County Community College a typical learning community meets twice a week for three hours. As a result, it is easier to integrate a service-learning component into these courses.

Academic advisors and student service personnel are integral to service-learning and learning communities. They can promote these courses and help project a positive image of the program to students. Student activities directors can also share ideas about service-learning projects or events of interest to learning communities.

Strategic Enrollment Management
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One of the strengths of community colleges has been their willingness and ability to adapt to meet community needs. This willingness to adapt to meet community needs and knowledge of our home community are two core strategies to build our future. However, intensifying competition to attract and retain students has made it more difficult to build that future. Each institution must choose strategies to address these issues if they are to succeed in the 21st century.

At Columbus State Community College, one strategy pursued to remain successful was Strategic Enrollment Management (SEM). SEM is a campus-wide change process through which recruitment and retention are not left to chance. Columbus State is currently starting its fifth year of a progressively expanding enrollment management process. SEM has, as one of its core principles, identification and reduction of barriers to student access to learning opportunities at the College. The process has contributed to increases in both headcount and FTE (full-time equivalent enrollments).

Strategic Enrollment Management Process

The strategic enrollment management process progresses through a series of steps to determine those items suspected of having the greatest impact on recruitment and retention. The process is essential to generating a strategic response. These steps involve the following:

1. Laying a Foundation

   - The College undertook a review of the external and internal environment. The external review included the current political, economic, sociological, and technological trends and events impacting recruitment or retention at Columbus State, as well as a review of our competitors and collaborators and their impact on recruitment and retention. The internal review evaluated the effects of policies and procedures, infrastructure, academics, services, and resources impacting The recruitment and retention. This review generated a list of strengths, weaknesses, opportunities and threats for the College to consider in developing a plan. Determining those items suspected of having the greatest impact on recruitment and retention is essential to generating a strategic response.

   - The development of a framework to guide decision-making was a critical component of the SEM efforts. The framework included a list Key Performance Indicators (KPI's) that provided the College a measure for successfully meeting goals and objectives. These KPI's included: numbers of prospective students, applicants, registered/paid, term completers, and persisters.

   - Quantitative data was also collected and used to assist in the identification of populations with barriers to success.

2. Reviewing the Foundation

   - After gathering the data from the above step, the data is analyzed for trends and significant differences. This is the step where the College discovered populations of students who were less likely to be successful.

3. Plan for Action

   - Using data collected from the above analyses, objectives and activities were formulated into a comprehensive plan. The plan includes specific goals and objectives, generally to effect positive change in a specific set of KPI's, and activities to help achieve the goals. Each goal, objective and activity is developed in measurable terms.

4. Implement the Plan

   - After securing resources the activities encompassed within the plan are implemented.

5. Evaluate the plan

   - Each activity is evaluated based on benchmarked data and recommendations are made to keep the activity, eliminate the activity, or revise the activity and re-implement.

Examples of activities that were conducted in support of the objectives were:

- Expanded the college's communication strategies about career and transfer programs.
- Modified the college's prospect system to handle inquiries about short term and continuing education courses.
- Developed a direct mail campaign for two quarters.
- Offered a "breakfast break" program with area businesses and organizations.
- Developed a web based college application,
- Put our college quarterly schedule on our web page.
- Implemented a grant incentive program through which faculty and staff could receive funding for recruitment and retention projects.
- Provided tele-counseling services to early applicants, registered/not paid, students in academic difficulty, and students for which courses were cancelled.
- Implemented an "open" registration system, eliminating priority registration.
- Eliminated a late registration penalty for students.
- Increased the number of courses offered via distance learning.
- Partnerships between student services and faculty in orientation classes .
- Counseling and Advising Services tracked the impact of their services upon student retention.
- Communicated progress of the plan via several avenues including newsletters, e-mails, in-service presentations, and meetings with key stakeholders in the project.

Status of Initiatives

Since implementation of activities to fulfill the SEM plan the College has had many positive outcomes, including the following results.

- A 9 percent increase in census day counts.
- A 12 percent increase in FTE.
- A slight increase in the inter-quarter retention rate.
- A 20 percent increase in retention of students who had a College-initiated contact with an advisor over those who had no contact.
- A 5 percent increase in the intra-quarter retention of students who were contacted by a College representative when they had a cancelled class.
- Fewer cancelled classes since the implementation of open registration.
- Over 60% of students now use the web application to gain immediate access to the College and its services. These students register and pay at the same rate as students who have their application processed by submitting a paper application.
- Committee, comprised of mostly faculty, dedicated to defining at-risk student, and planning activities to improve student success.

SEM is a collaborative process, currently involving over 200 faculty, staff, students and administrators. While the project director reports directly to the president of the college, the success of the plan has been largely due to "grass roots" efforts of front line staff and faculty. The success of Columbus State's enrollment management plan could be attributed to the following: data driven decision making, campus wide collaboration, thoughtful planning, top level support, and dedicated emphasis on communication.

Learning Outcomes Assessment Program
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The Community College of Baltimore County is a learning-centered public college that anticipates and responds to the educational needs of the communities of its three campuses. As part of the college's LearningFirst Strategic Plan, the College is committed to making learning its central focus, making students active partners in the learning process, and focusing on learning outcomes to assess the success of student learning.

The College implemented its Learning Outcomes Assessment Program in 1999, thus the second year of faculty participation in assessment projects is currently underway. The College supports the notion that evaluating the effectiveness of instruction is a faculty responsibility that is necessary for the improvement and verification of learning. Faculty members develop an externally valid and reliable research design for assessing the learning outcomes of a particular course or program. The projects are at minimum three semesters in length, including three phases: 1) Developing the instrument and planning the data collection; 2) Collecting and analyzing the data; and 3) Alteration of instruction and reassessment.

Faculty at CCBC benefit from expert advisors during the design process. The College Learning Outcomes Associate works with the faculty to develop the research design and ensure that external validity and reliability are prioritized in choosing or developing the data collection tool. The Office of Institutional Research provides support for data analysis, especially for statistical procedures with which faculty may not be familiar.

The following are a sampling of the projects currently underway and the variety of research designs used to measure student learning outcomes:

1. Portfolio assessment is a method of determining exit behaviors by compiling a collection of student work. The portfolios usually span a set time frame and may focus on any type of behavior that is demonstrable by virtue of a student product. Hence, such things as writing samples, art work, laboratory reports, student-authored computer programs, and employers' evaluations may constitute a portfolio. Important elements of portfolio assessment include: 1) evidence of learning acquired; 2) a set of criteria by which to judge the product; 3) a reasonable time frame over which to

measure change; and 4) consistent skill levels of the judges.

A Computer-Aided Design professor utilized portfolio assessment to measure his students' outcomes. The professor presented a subset of the National Occupational Skills Standards for CADD (standards developed by business leaders, educators, and labor leaders) to local industry professionals and a sample set of portfolios to be "normed". Although the student products/outcomes were given good reviews, the industry professionals offered some suggestions for the portfolios that are currently being implemented for next semester. The professor plans to replicate the study with other industry experts next school year.

2. Standardized tests can be selected and used as a design for an outcomes assessment project. A standardized test is one that has been developed by an outside group, usually a testing service or a professional group. The test has been reviewed for validity and reliability by experts in the field, has been field tested and piloted, and has established norms of performance. Elements that faculty consider in selecting a standardized test include: 1) content validity; 2) credibility of the test constructors; 3) a technical report which indicates test development processes, characteristics of the pilot group, and the norms, and 4) the scoring process. It is desirable to select a test that has included community college students in its norming or reference group.

   Two psychology professors administered the CLEP test for Introduction to Psychology as well as their department developed final exam. Findings show that the departmental final grades are consistent with the standardized CLEP grades. The professors revealed no differences in student achievement by demographic variables or by course section. This project gave the department confirmation that their instructional strategies are producing student learning at par with nationally normed standards.

3. External graders may also be used as a validity check. In this process, the actual measurement of the outcomes is performed by experts in the field who have no vested interest in the results of the project. External graders are most typically used when the product is of a more subjective nature, such as drawing, a creation, or a composition or essay. Graders who are selected meet the following criteria. They: 1) are not directly involved with the students whose performance is being graded; 2) have common criteria from which to derive a "grade"; 3) have been involved in a norming session with sample papers and grade assignments; 4) are considered to possess an "expert" level of knowledge or skill in the area being assessed; and 5) grade the student product in a "blind" fashion without awareness of which student matches with which product and which paper is a pre- or post-test.

   Several CCBC faculty members have utilized external graders to assess their learning outcomes. One faculty member has invited a professor at another college to evaluate speeches in Introductory Speech classes throughout the Speech Departments at the College. Two English professors are currently using outside consultants to assess student essays while providing lists of expected outcomes to the consultant.

To date, in the brief 18 months of the Learning Outcomes Program, 33 projects have been initiated and/or completed across the three campuses. Projects have been implemented to assess learning outcomes in the following

courses/disciplines: Developmental math, Chemistry, Biology, Astronomy, Calculus, College Algebra, Mortuary Science, Environmental Science, Accounting, Sociology, Psychology, Occupational Therapy, Fitness, Health, Nursing, Physician Assistant, Computer-Aided Design, Data Communications, Information Systems, English As A Second Language, Reading, Music, Speech, and English.

Peer Tutoring Program
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Description

The Fairmont State College Tutorial Program began in the spring of 1989. Prior to that time, Fairmont State College had a very informal tutoring program. At that time student government would allocate a sum of money for tutoring and each division chair kept a list of tutors for their division, and when a student needed a tutor they went to that division and requested one. This proved ineffective; often tutors were not available, there was no supervision of actual tutoring, and there was no tutor training. During the spring of 1989, a central location was established, tutors were recruited, and tutor training began. It has grown into a centralized program with 50 tutors and over 4000 appointments per semester. In addition, study groups for specific courses are arranged each semester to meet student needs. Also, readers, note takers, and scribes are provided for students with disabilities. Finally, a private testing room is available for students who need quiet testing conditions or additional testing time.

Objectives

The tutoring program was instituted with the philosophy that the extra help a student may need to succeed in an academic course can best be provided by a peer—another student who has been through the course and understands the particular problems and frustrations involved. The primary goal of tutoring is to assist students in functioning successfully within the postsecondary setting. The ultimate goal of tutoring is to improve student retention at the college. Each Fairmont State College student is allowed ten free hours of tutoring per semester; however, handicapped, REHAB, or other special students are allocated additional tutoring. Students always comment that they would not have been nearly as successful in classes if it had not been for tutoring. Even more, tutors state that they gain valuable experience by reviewing material when they are tutoring students. In addition to the academic benefits of the tutoring program, students often form long lasting friendships with their tutors.

Features

The Fairmont State College Tutorial Program is housed in a central building on the main campus of the college, and it is located near the Learning Skills Center. The tutoring office has a private entrance, and individual cubicles provide privacy for tutoring sessions. In addition, there is a small private room for group tutoring

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sessions, and there is a private office for the tutor coordinator and tutoring materials. There are desks in the individual tutoring spaces, comfortable chairs, dry boards in most of the tutoring areas, access to computers in two of the areas, and carpeting on the floors to minimize noise. The location is a soft mauve color with ample windows, plants and paintings, and central air and heat to provide a comfortable, friendly, and energetic atmosphere for learning. The tutoring office is fully accessible to physically handicapped students. In addition, a centralized phone answering system makes the tutoring office always open in a sense.

The tutoring program is under the direct supervision of the Director of the Learning Skills Center; however, the Provost of the Community & Technical College and the Provost of the College are strong supporters of the tutoring program, and both of their offices monitor the progress of the tutoring program. The Tutoring Coordinator monitors all tutoring appointments, training, and budgets. Students are recommended to become tutors by department chairs and positions are advertised. Periodically, the Tutor Coordinator speaks to classes taken by English methods students and general Education majors to make them aware of the tutoring program. These students are encouraged to become peer tutors so that they may gain practical experience. Each student completes a tutor application, attaches a transcript (overall GPA of 2.5 and B average in subjects the student wishes to tutor are required), and two faculty recommendations. The tutorial coordinator interviews the students, and then students selected to tutor enroll in the tutorial practicum class. The coordinator arranges all tutoring appointments. A student desiring tutoring comes to the tutoring offices, fills out a request form, and receives a tutoring time. Appointments are recorded in an appointment book on the coordinator's desk and whether the appointment was kept, canceled, or rescheduled is noted beside the original appointment. In addition, tutors complete student time sheets and the coordinator verifies hours with a signature. All tutoring takes place in designated areas, and the coordinator checks the progress of sessions. Tutors complete progress sheets on each tutoring session to record what material was covered and any problems. After three meetings with a tutor, the tutee fills out an evaluation. Then at four-week intervals, the tutors meet with the coordinator to discuss these evaluations and have an evaluation filled out by the coordinator.

Tutoring services are available to all Fairmont State College students. Fairmont State College is a coeducational institution offering one-year certificates, two-year associate degrees, and four-year baccalaureate degrees, as well as a wide range of continuing education programs. It is the largest of the West Virginia State colleges. The student population is approximately 6500; approximately 30% of the students are nontraditional. The college has two campuses located twenty miles apart. A large diversity of students can be attributed to the open admissions policy of the college. With such a diverse population, the tutoring program has proved very beneficial to a large portion of the student population. In addition, special services are provided through the tutoring office for students with disabilities; readers, scribes, and note takers are available for students with special needs. Finally, the international student population has expanded over the past several years, so the tutoring program offers extra conversational practice, as well as tutoring assistance to ESL students.

All tutors are required to complete the tutorial practicum - tutor training. This is a one-hour credit course that lasts the first eight weeks of the semester or a workshop that is conducted three Saturdays for six hours each day. In the course such topics as student development, communication skills, campus resources, study skills, and the Socratic method are covered. The classroom setting allows

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the tutors to feel a part of a group and to analyze various tutoring situations. Near the end of the tutorial practicum, content area instructors conduct review sessions in specialized areas for the tutors. Students are required to read several articles on tutoring practices, student development, or related subjects, and then students are asked to give their reactions to these and explain the relevance of the material to them as a tutor. In addition to exposing tutors to valuable information, this forces students to establish ideas of their own on tutoring and to put these ideas into their own words. Emphasis is placed on training tutors to work with students with disabilities, deaf students, and visually impaired students.

Outcomes

Each semester data are collected on the tutoring program. Statistics about the number of students being served, the number of appointments, student success rates in each course being tutored, and other relevant data are collected. On the average, 65-70% of the students receiving tutoring services earn a C or better in the class for which they receive tutoring, based on consistent attendance to tutoring sessions. The College Reading and Learning Association's International Tutor Certification Program certifies the Fairmont State College Tutorial Program. Even though the quantitative data is necessary, it is not nearly as impressive as the qualitative. Students truly appreciate the help offered by the Tutoring Center, and students who are tutors truly love helping fellow students succeed. This is a valuable tool in the retention efforts for our institution.

Transfer Achievement Program
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Fullerton College is the oldest continuously operating college in California. The college has a long and rich history of excellence of serving a large and diverse student body. The college has established a tradition of responsiveness to student needs, but with the ever-increasing numbers of under-prepared students, the focus became greater for finding ways to assist this population effectively. With this group in mind, the Transfer Achievement Program, TAP, was developed through Title III, a Hispanic Serving Institution Grant.

TAP is a comprehensive program designed to assist academically under-prepared students develop the skills necessary for college success and to achieve their expressed goal of transferring to a four-year college or university. Students can begin TAP at the developmental or transfer level. New or continuing students are invited to join this program based on their placement in English and/or math. The activities of the program are directed by the TAP Planning Committee with representation from faculty and administration: two deans, two counselors, three faculty, and the Director of the Transfer Center.

The program is designed to offer additional assistance in specified classes. Students are required to attend an additional hour of supplemental instruction per week in math and English, as well as other identified classes. During

supplemental instruction, the instructor and a student facilitator assist students with mastering class curriculum. In addition, students are required to take courses in academic success and career and life planning. The program is attractive to students since they are guaranteed placement in identified TAP classes.

The Family Event and the Student Orientation held before the start of school are integral elements of the program. New TAP students and their support network are required to attend the Family/Friend Event. Here they are given a Family Guide, which gives information on how to encourage the new student. They also hear a motivational speaker and meet other TAP students who may have already transferred. During the orientation, students meet their instructors, tour the campus, and purchase their books. At the end of each semester, students are invited for lunch to celebrate their accomplishments during the semester.

Student facilitators play an important role in TAP. They act as leaders, mentors, role models, and friends to the TAP students. Each facilitator spends at least one hour per week in class with the students, maintains an office hour, and directs the required supplemental instruction periods under the instructor's supervision. In order to prepare for these sessions, the facilitator meets with the instructor to plan innovative approaches to the curriculum. TAP students build a community of learners within the classroom that helps to ensure success as a result of supplemental instruction. All facilitators, who are current or former TAP students, are involved in extensive and on-going training directed by the TAP Student Facilitator Coordinator. Many of our facilitators have indicated an interest in teaching because of their experiences in supplemental instruction.

Recruitment is a critical component of TAP. Students in the program are hired as recruiters under the direction of the Recruitment Coordinator. Prospective TAP students are identified by the placement testing office and current schedules of continuing students. Currently enrolled students are given a short presentation by the recruiters in targeted classes. Recruiters also participate in campus activities to foster interest in the program. Prospective new students and interested continuing students are sent material about the program with an invitation to attend an information session with a TAP counselor. At that time, the counselor will make a semester schedule for interested students.

Essential to the program are the counselors. They work closely with faculty across the disciplines to schedule classes that will complete the general education sequence for TAP students. The counselors are responsible for orienting, advising, and registering new and continuing students. They closely monitor students' progress by meeting regularly with TAP faculty. They support TAP faculty by actively intervening when students need assistance.

According to Fullerton College's campus researcher, TAP has demonstrated efficacy and a statistically significantly higher course retention, success, and persistence rate than comparable classes and the campus at large. The statistics validate that the program is having a positive impact on our students.

Course Retention And Course Success

	Course Retention		Course Success	
Course	**Fall 1999**	**Spring 2000**	**Fall 1999**	**Spring 2000**
Tap Courses	87.0%	85.7%	72.3%	75.2%
TAP Comparable	73.9%	73.3%	59.5%	57.5%
All Courses	76.3%	75.3%	61.4%	61.1%

TAP students have enrolled in the Honors Program and honors classes and participated in the Semester Abroad. Our students have transferred to major colleges and universities: UCLA, Asuza Pacific University, UC Berkeley, Loma Linda University, Chapman University, Whittier College, University of Nebraska, and many of the California State University campuses across the state. Many of our students have graduated with honors. One of our TAP students was Fullerton College's Woman of Distinction and was selected to be the keynote speaker at the 2000 Commencement. A number of our students have demonstrated leadership across the campus by working as Writing Center tutors, TAP recruiters and facilitators, serving on the Associated Student's Board, and presenters for the Counseling Division's Preparation for Academic Survival Program. In addition, they have presented with TAP faculty at national professional conferences all across the United States: The National Conference on Multicultural Affairs in Higher Education; Community College League of California; The Eighth Annual Conference on Undergraduate Teaching and Learning; English Council of California Two-Year Colleges; Leadership Alliance: Annual Conference on Diversity; University of South Carolina Minority Student Conferences; Conference on College Composition and Communication; National Conference on Race and Ethnicity.

Our students can best sum up the program.

> Jason: *"TAP is like a second chance at doing well in school. Since I have been in the program, I have learned effective ways to study. I feel encouraged to do better. I wish TAP existed in high school. Maybe students would have a better chance at success in the transition to college."*
>
> Misty: *"At first, I was not sure if I was going to like TAP, but I started my classes and loved my teachers' attitudes towards helping me. I feel like family with my classmates."*

AQIP—Academic Quality Improvement Project
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In fiscal year 2000, following a major restructuring of the College, Glen Oaks Community College became one of only 25 colleges in the Midwest to formally participate in and adopt a Continuous Quality Improvement model. Structured under the leadership of North Central Association, the participating colleges have unified as a collaborative quality colloquium to address quality and accountability issues. The project name is AQIP—Academic Quality Improvement Project, and Glen Oaks is partnering with four other colleges.

The motivation for Glen Oaks to join this colloquium stems from the factors which are intrinsic to the issue of finding more effective ways to address an increased public demand for meeting and exceeding expectations in performances. This is the fundamental principle of Continuous Quality Improvement (CQI). Glen Oaks' participation in this project is admittedly at the novice level. To date, all employees

of the College have participated in Total Quality Management training provided by Fox Valley Technical College. Currently, an institutional CQI assessment team is conducting an exhaustive self-assessment of the institution, based on the State Quality Award criteria, the Trailblazer. The areas under scrutiny include leadership, strategic planning, student and stakeholder focus, information and analysis, faculty and staff development and management, educational support and process management, and college performance results.

At present, a number of isolated teams at Glen Oaks have incorporated CQI principles and practices into the process of improving performance. College areas utilizing this type of process include enrollment management, registration, Perkins funding, and Executive Council. During the most recent Perkins audit, the College received the highest commendation allowed for its reorganization into a CQI institution. Glen Oaks is also actively involved in an environmental scanning project looking at future workforce needs and expectations within the State. All of this is being done to provide a myriad of constituencies with a better way of doing business. While still in its infancy, this approach of CQI, including the introspection and commitment to providing improved performance bode well for a new kind of culture in education.

Re-creating Enthusiasm in the Classroom

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Most faculties at community colleges have taught for many years. The average age is well over fifty and retirement is just around the corner. Their original enthusiasm for teaching has waned and little has changed in content and delivery for years.

Securing educational psychology professors from the local university would have been met with an attitude of defensiveness. So instead, a psychology teacher, Sue Reardon, who had been teaching for ten years, was asked to attend a 6-day workshop on how the brain learns with Eric Jensen. The workshop covered brain compatible learning links, latest research in neuroscience and specific practical classroom-ready application. The workshop dealt with assessment methods, curriculum choice, learning community building, instructional strategies and brain based classroom environment.

Sue Reardon returned from the workshop with incredible enthusiasm for applying the new knowledge and methods she had learned to the classroom. Just before the fall semester started Sue was quoted, "Normally, I would be less than enthusiastic to return to the classroom after the summer break. This year, I can't wait to apply what I have learned about teaching with the brain in mind. This is so exciting!"

Because Sue had a new enthusiasm for teaching, the Dean of the College asked her to create a series of faculty forums on what she had learned. The Faculty

Forum series included two forums in the fall and one at the beginning of the winter semester. The initial forum was titled: "Enriching the Learning Environment"

During the first faculty forum, Sue talked about creating enthusiasm in the classroom. She mentioned that you can't "make" a horse drink. However, the real question is, how can you develop a thirsty horse? She then covered the six enrichment variables, variables that cause a physical change in the brain. These included challenge, stress (i.e. just enough), novelty, feedback, coherence, and time. At the end, Sue distributed Eric Jensen's book: "Teaching with the Brain in Mind". All faculty applauded at the support they felt in helping them improve their teaching. As a result of the first faculty forum, one veteran faculty member stated this was the best faculty forum "ever" at Glen Oaks Community College.

Faculty wanted more up to date information about teaching. Now, all faculty forums focus on teaching and teaching methods.

During the fall semester, Sue Reardon applied "Teaching with the Brain in Mind" to all of her Introductory Psychology courses. The results are significant. All the chapter test results for the Fall 2000 psychology courses taught by Sue increased over the previous year. Students learned more than in the past. In addition, the retention of these students was significantly higher than the College average. The College retention average from Fall to Winter has been 62.4%. For these Psychology Courses, the retention rate was 90.24%, almost a 50% increase in the retention rate. In addition, students complete a satisfaction survey about the course. Their survey answers revealed a significant increase in student ratings of the course.

In summary, Sue Reardon made a significant difference in successfully applying the methods learned in a 6-day workshop titled "Teaching with the Brain in Mind" done by Eric Jensen. (www.jlcbrain.com).

The Sky's the Limit: Unlocking Student Creativity In Learning
(A Multiple Intelligences/Learning for Understanding Assessment Model)
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Various community college leaders, including Terry O'Banion, former president and CEO of the League for Innovation in the Community College, have been proponents of the *learning college*. Barr and Tagg (1995) suggest that colleges need to shift from an instructional model to a model where *learning* is the primary focus and concern. The Wingspread Group on Higher Education (1993) urged "Putting learning at the heart of the academic enterprise will mean overhauling the conceptual, procedural, curricular, and other architecture of post secondary education on most campuses" (14). Concern for individual differences also seen in O'Banion's (1997) belief that a learning college must create and offer as many *learning options* as possible provides the foundation of the Glendale Community College multiple intelligences/learning for understanding (MI/LfU) initiative.

Multiple Intelligences Theory in a Community College Setting

Howard Gardner, creator of multiple intelligences theory asserts that when it comes to being "smart" differences count. The theory takes human differences seriously, elevating the dignity and giftedness of each individual. With the publication of his book in 1983, *Frames of Mind*, Gardner argues that intelligence is not some static reality fixed at birth and measured well by standardized testing. Instead, intelligence is a dynamic, ever-growing reality that can be expanded in one's life through eight or more intelligences. Awareness among educators about MI theory has grown steadily over the years, especially in elementary and secondary levels of education. Higher education, deeply engrained in a mindset of paper-pencil testing and the lecture delivery system, was ripe for the challenge of change. The community college would lead the charge, "It's not how smart they are; it's *how* they are smart!"

What If They Learn *Differently*?

A pilot study conducted in 1994-96 incorporated MI theory into introductory psychology classes. Students were assessed in their dominant or preferred intelligences and given *learning options* to choose from in learning the content of the course. The options were developed to accentuate the intelligences identified by Gardner. The learning options (poetry, musical/rhythmic, sculpture, book report, mime, interview, acting/role-playing, drawing/painting, creative dance, collage, etc.) utilize guidelines from faculty "experts" in the field. In addition to MI, the notion of *understanding* is an integral component of the approach to teaching and learning. In *The Unschooled Mind* Gardner (1991) states "I argue that an individual understands whenever he or she is able to apply knowledge, concepts, or skills acquired in some kind of an educational setting to a new instance or situation, where that knowledge is in fact relevant." The basic premise of the learning option maintains:

A. Not all students learn or understand the material the same way. Yet, for many paper/pencil testing is the only method used for assessing their learning.

B. The teacher is the content expert and makes the decision on what *terms, concepts, topics* students need to know. These terms and key concepts are included in the learning option format.

C. The purpose of the learning option is to provide choices and creative options to demonstrate understanding of academic material in a different way. Creativity and use of one's imagination is highly encouraged. The written and reflective component is an integral part of the student's learning experience.

D. The learning option provides an opportunity to reinforce material which is covered in class or information in the textbook.

E. Learners are encouraged to be creative, use their imagination, get out of "comfort zones," and have fun!

A Creative Grading Rubric for Understanding

A rubric is a set of guidelines for comparing students' work. Rubrics provide descriptors for varying levels of performance. The learner is assessed by utilizing five criteria: creativity/imagination, demonstration/performance, organization/ format, reflection/metacognition, and evidence of understanding. The type of

assessment helps teachers and students to set standards, create instructional pathways, motivate performance, provide diagnostic feedback, evaluate progress, and communicate progress to others.

The MI/LfU Project Today

What began with a pilot study six years ago has evolved into a ten discipline initiative. Twelve (12) master teachers representing chemistry, Spanish, art, biology, psychology, mathematics, anthropology, nursing, English, and child/family studies are involved in a dynamic interdisciplinary approach to teaching, learning, and creative assessment. Student/faculty evaluation and interest continues to be positive. In April 2000, the MI/LfU faculty hosted the 1st International Multiple Intelligences/Learning for Understanding Institute attended by over 160 people across the country and Canada. Dr. Gardner, the keynote speaker, recognized the MI/LfU team as "pioneers in applying multiple intelligences at the college and adult learning levels." The team was also selected as GCC's Innovators of the Year 2000. Articles and books have been written on the program and papers have been presented at conferences across the country and abroad. The program is now included in the college budget and course offerings.

MI/LfU and Beyond

Replication of the MI/LfU model is the *ultimate* goal of the GCC initiative. Dialogue with local colleges, high schools, charter schools, and business and industry is taking place. The MI/LfU model provides learners an opportunity to be creative, have fun, and learn in ways that "fit" for them. Over 1000 students have successfully completed MI/LfU courses over five semesters.

Kids and College: Formalizing Connections with Local Schools in Order to Encourage K-12 Interaction and Participation with the Community College

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Lansing Community College is the third largest of 28 independent community colleges in Michigan. As a comprehensive college it serves over 16,000 students each semester, offering career, transfer, developmental, customized and community programs. The college is chartered by fifteen school districts and has many partnership activities with local schools. Its service area covers six counties. Many of the College's outreach efforts are geared toward connecting with local schools in order to encourage a seamless transition to postsecondary education.

Until 1999 the college's efforts to connect with local districts were spread throughout the institution and had little or no coordination. While some districts received extensive support, others were virtually ignored. The Provost's Office developed a plan to create a central clearinghouse for K-12 activities, prioritize and standardize partnerships with local superintendents, and bring some of the direct service programs for students under one umbrella.

Several tools were used to make this connection happen. First, an effort was made to collect information on all initiatives and partners in the region. Over fifty-two initiatives were identified in the first round; many more emerged as the process progressed. The initiatives were categorized and prioritized. Next, each school district was assigned to an individual at a very high level of the institution such as the President's cabinet and staff.

These representatives then received training in the best ways for the institution to partner with school districts. The Cabinet members were given two handbooks. One contained a set of guidelines and models. The second was a reproducible handbook with a set of 3-8 premier models that could serve as an example for area partnerships. In order to ensure that appropriate follow up was delivered, a web site was developed. Cabinet members could request an immediate follow up to an action request from the school district. In addition, the website contains information about graduation and success rates of local students, as well as links to the community schools. A decision making process and a quick response team were identified when there was a request for institutional resources.

Next, several of the programs were pulled under one umbrella. Summer activities that were held for young people had been in four separate locations. These were pulled within one charter so that a similar look and feel could be presented to the public. A+ Summer College took the place of various summer camps, and emphasis was placed on high caliber summer programs. During the first year of this effort, all programs ran successfully and enrolled over 300 young people. Marketing and registration efforts were centralized.

Because of these centralizing and collaborative efforts, the college's connections and efforts were streamlined and various programs achieved unprecedented success. Connections with the college became clearer and the mechanism for working with K-12 institutions became better defined.

Enhancing Student Success—Staff Development

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Lexington Community College (LCC) offers exciting and new initiatives for professional development. These awards have invigorated faculty and staff to explore new avenues for continuing education and to stay abreast with constant technology changes.

LCC has taken a new approach to promote professional development by adding dollars to our Faculty/Staff Development budget. We have gone from a zero budget two years ago to over $65,000 for professional development that includes $30,000 on a recurring basis. Several grants are submitted for academic or staff conferences; a few involve training for such things as CAD. Faculty have taken advantage of this opportunity to attend national workshops as well as international travels related to our faculty/student exchange programs. Several share information from these travels at our "Coffee Talk/Brown Bag" sessions held

throughout the year. An additional $30,000 is provided for faculty to attend technical workshops for teaching purposes, i.e., the Cisco Networking Academy, a complete, four-semester curriculum on the principles and practice of designing, building, and maintaining networks capable of supporting national and global organizations. Through this program, high school students learn the information needed to prepare them for the Cisco Certified Networking Associate Exam; the objective is to provide quality education and practical knowledge to high school students and provide a pool of qualified individuals to companies needing trained network personnel.

We promote development by providing workshops related to areas of interest in learning or teaching. Last academic year, over $25,000 was awarded for professional development, and during Fall Semester 2000, a total of $20,000 was awarded to 58 individuals (25% of all faculty and staff) for professional development. In addition, ten applications have been submitted thus far for the next grant application deadline. These dollars help to supplement the total amount of funding requested by employees for professional development.

Computer training is offered with a monetary contribution to be applied to the purchase of computer software and designed for convenience to their work schedules. A Faculty/Staff Development day is held several times during the year for an approximate six hours training for each. Breakout sessions are held on topics ranging from smart retirement planning, challenging classroom situations, and preparing effective PowerPoint presentations. These workshops begin with a continental breakfast and end with a luncheon to promote faculty and staff interaction.

Advising workshops are being conducted as part of a major retention effort in the college. Lexington Community College has the highest goal for retention of any community college the state of Kentucky and one of the highest in the country. The improved advising process has occurred after a number of faculty and staff attended national workshops.

Another new approach for professional development is instituting mini grants. Applications were submitted for mini grants last year and six were awarded funding for a total of $6,000. These grants provided funding for: development and implementation of a pilot customized shadowing program for LCC students designed to facilitate the career-planning process; development of new course materials that emphasize inquiry-based methods in early Physics/Astronomy classes; purchase of basic equipment in biology for collection, photography and long-term preservation and display of zoological specimens and for zoological collection for use in improving classroom teaching and student learning of natural history; design, develop, implement and evaluate several new and customized software tools that would assist students in learning in a hands-on fashion for CIS curriculum; design and implement an outreach program to local schools and organizations that serve individuals with disabilities; and, develop a pilot CIS tutoring activity to assist those LCC students with disabilities who are experiencing subject matter related difficulties.

Outstanding Staff awards are given each year to recognize regular, full-time staff members who demonstrate high qualities of dedication and commitment to students, professionalism, enthusiasm, and a contribution of a positive attitude towards their colleagues and the public. Distribution of awards is designated for Office and Clerical Staff, Service/Maintenance and Technical/Scientific Staff. The awards recognition was established two years ago and designated for both

Professional/Administrative and Professional/Non-Administrative Staff. Each award is $600.00. A lot of planning, effort and fun are put into this end-of-year celebration by providing music, humor, food, and excitement to make it an upbeat occasion. In addition to outstanding staff awards, the LCC Staff Council has also implemented initiatives such as summer flex-time, casual dress Fridays, and all-staff meetings throughout the year. New initiatives include reviewing the holiday calendar to compare to benchmark institutions and publishing a staff newsletter.

New Staff orientation began in 1999-2000 to provide information to new employees. Presentations are given by individuals from each area of the college as a means of sharing information about their particular area; handbooks are given to each new employee to provide additional information about the college. The quarterly, half-day workshop sessions are complete with a continental breakfast to encourage interaction with staff.

Our Faculty Awards Committee established guidelines mirrored from the University of Kentucky to recognize faculty for outstanding teaching. Faculty awards were implemented this past year and will be given each year to six individuals (2 tenured faculty, 2 non-tenured, and 2 part-time instructors) for excellence in teaching. A *Caroline Beam Award,* established as a living memorial to a former LCC faculty member who died in July 1990, is also given. The recipient is chosen by her/his peers based on qualities of professionalism, enthusiasm, humor, dedication, and caring in stimulating the growth and development of students and colleagues.

Beginning this year, the college will recognize staff who "Exceed" expectations in their Performance Development Partnership (PDP) evaluations. An additional award is currently under consideration for faculty/staff who make an educational contribution but do not have a significant teaching load. The awards this year came with a $1000.00 cash award to be used for professional development or equipment to enhance classroom performance. Lexington Community College will continue in its push for professional development by searching for creative and innovative ways for continued growth in education and learning, and we have an absolute commitment to professional renewal.

Evaluating the Quality of Student Outcomes Assessment
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A vast amount of resources and energy are allocated to the Student Outcomes Assessment initiative at Milwaukee Area Technical College, and there is an expectation that this commitment will yield results for the college, especially in the area of improved student learning and faculty decision-making. An evaluation of the Outcomes Assessment is critical to determine future planning of resource allocation, as well as the actual benefits of the expansive efforts.

This year, the SOA Coordinator and the Director of research have set out to determine the degree to which actual changes have occurred due to the efforts of the last six years. Just as the plan and its implementation are complex, so too is the evaluation of these. We are attempting to collect data to answer the following questions:

- To what extent does the organizational climate support "quality," specifically for SOA?
- How engaged are the programs and departments in the SOA process?
- How are data collected and analyzed?
- What is the level and quality of collaboration in programs and departments for SOA?
- How are improvements identified and implemented based on data collection processes?
- How does the college support these "change efforts?"
- What are the long-range implications of the SOA efforts?

Throughout the school year, data have been collected from faculty, administrators and students in the form of surveys, focus groups, interviews and document analysis (assessment templates, divisional budgets, minutes of meetings, for example). As items are received, analyses are taking place.

The intention of this process is to determine the degree of change that has occurred and where gaps still exist. As with any formative assessment, hopefully we will receive feedback that will help us improve our processes and the assessment efforts of the college. This effort may even lead to a change in thinking about the national movement of outcomes assessment.

Milwaukee Area Technical College is a large, urban, two-year technical college with about 60,000 students enrolled each year. There are four campuses across a two-county area of Southeastern Wisconsin. There are 107 Associate Degree programs offered, as well as College Parallel courses. Full time faculty number 600, and part time 800.

MATC has supported the assessment initiative in a number of ways. College-wide committees have been formed for Strategic Planning, Curriculum and Learning and Student Outcomes Assessment. Clerical support for revising courses has been made available, release time for curriculum work has been made available, college-wide assessment days have been planned, faculty institutes have been developed and opportunities for travel and conference attendance have also been made available.

MATC completed its first Student Outcomes Assessment Plan in 1994. Over the last six years, the plan has evolved and grown due to the efforts of the SOA Committee, changes in the nation's view of assessment, and as a result of administrative support within the College. MATC's initial efforts of outcomes assessment were focused on program outcomes and course-level learning. Although these foci have not been eliminated, the current plan is one that is much more encompassing. The plan is cyclic and three-tiered: assessment at the course level, the program level, and for the College's Core Abilities.

Course level assessment is done as summative and formative evaluations of learning and to improve instruction. Program level assessment focuses on broader learning outcomes as a culminating process for improvement of program offerings. The assessment of the General Education Outcomes/Core Abilities is conducted not only in the Liberal Arts areas, but also as part of each occupational program.

ERIC Full Text Provided by ERIC

Faculty members are responsible for assessment in each of these areas, sometimes as individuals and sometimes as colleagues in a program or a department. Multiple forms of assessment are used, depending on the data sought for specified outcomes.

Course level assessment is done for two purposes: to determine a "grade" for a course and to provide information which can lead to improved learning by determining which students have attained the stated expectations. A major change that has taken place has been the college's endorsement of a competency-based curriculum model. Part of the assessment plan calls for the revision of all the college's 2000 courses into this format.

For each program at MATC, learning outcomes are being assessed with the intent of making improvements in the program which will lead to enhanced student learning. After the outcomes have been established and assessed, the data collected are then analyzed and then lead to decisions about the learning, teaching, course sequencing, curriculum and delivery. The outcomes assessment process for programs has been called PTA³ - which stands for Plan, Teach, Assess, Analyze & Adjust (based on the Continuous Quality Improvement Cycle that has been adopted by MATC). SOA is an on-going process that requires faculty be involved in all the steps and activities, especially in the decision making activities that lead to changes in the curriculum and in classroom activities. It is through data analysis that faculty members can pinpoint areas of strength as well as areas that need improvement for program level learning.

To support the centrality of General Education at MATC, the Core Abilities of the college are an integral component of each course and student demonstration of these is determined through assessment in all programs. As with assessment of course competencies and program learning outcomes, there are numerous assessment tools that are implemented.

Given the flurry of activities and increased participation in the area of outcomes assessment at MATC, it may appear that the initiative has been successful. However, the culture has changed at MATC, and "success" needs to be substantiated by data. It is essential that there be a quality check to evaluate the outcomes of this activity. This evaluation process may yield information that affirms our efforts and shows glowing successes. However, it could challenge the belief that this labor-intensive process falls short of its promise for improvement. Regardless of the final results, going through the quality check will give us data that can be used for improvements on multiple levels in our college.

Marrying Marketing with Academic Affairs

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Introduction

What does it take to involve faculty and deans in relationship marketing of academic programs? Moraine Park Technical College has developed and

implemented a collaborative model that marries the marketing function with academic affairs. Learn the steps to take to implement this adaptable and flexible model that involves linking long-term academic program planning with a unique program marketing strategy by involving faculty directly in relationship marketing.

Initiative is Innovative and Creative

Although marketing and academic affairs are both working toward the same goal, namely, student success, it is not always apparent that the two are partners in this process. Most colleges attempt to do marketing training for faculty as opposed to partnering with faculty in the marketing of programs. Most faculty do not normally view marketing as part of their role, and thus, the effort of marketing training falls short of reaching the goal.

The two departments, marketing and academic affairs, took a creative approach to the merging of activities used in program planning—including marketing. This is a healthy approach to forming functioning relationships between two departments that historically did not work closely together. This approach gives faculty the tools they need to understand their own programs, customers, and strategies through the lens of marketing. As facilitators in a learning college, faculty are experiencing new roles including the marketing of their programs. This approach helps them to understand and implement this new role.

Process, Timeline, Participants, Resources Required to Implement

Program Faculty, the Dean, and marketing representative for each program develop a Market Profile for each individual academic program for the next three years. The following program planning questions are addressed: What are the anticipated program changes, changes in instructional formats, new certificates or offerings, curriculum needs, facilities needs, equipment/technology/resource needs, articulation agreements, budgetary needs, projected enrollments/FTEs and faculty training needs? The faculty and dean also develop a Program Action Plan that focuses on learner education and career planning, teaching excellence, program content, and program development/instructional design components with action strategies for the next three years.

This model adds the following marketing questions for each academic program: What are the basic products, who are the customers and what do they expect, what are the strengths/weaknesses/opportunities/threats (SWOT), and who are the influencers?

A market strategy is then developed by the Marketing Department for EACH program based on influencers of the program. The market strategy includes activities that can be performed by deans, faculty, the marketing department, and the student recruitment office.

Adoptability/Adaptability

Any college can benefit from the implementation of this program in their institution, even if there is currently a strong relationship between marketing and academic affairs. This program creates a heightened awareness of the integral relationship between the two departments. Previously, Moraine Park had had no long-term academic program planning. In addition, resources for marketing individual academic programs were limited, and, sadly, academic personnel had little involvement in the promotion of their own programs.

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This collaboration can create for other institutions what we have experienced at Moraine Park. As a result of this partnership of efforts between marketing and academic affairs, there is now greater collaboration between the two departments, greater understanding of faculty and deans of their roles in marketing, and increased enrollments in programs due to faculty and dean involvement in relationship marketing.

Lessons Learned

As Moraine Park has worked through this process, we have learned some lessons to pass along to other institutions which use this approach:

- Don't use marketing language as you go about gathering information to use in the marketing planning section of the document—faculty don't understand these terms. Instead, use everyday terms they understand.
- Have the marketing director meet with the dean and faculty as they are completing the matrix. Questions about meaning still crop up and need clarification.
- Be sure there is firm commitment from both the academic affairs vice president and the marketing director—both need to support this model. There may be a need for additional resources—in time alone.

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Ozarks Technical Community College (OTC), through a grant from the Missouri Department of Elementary and Secondary Education, provides Adult Education, Literacy, and English as a Second Language (ESL) classes in Springfield/Greene County and the surrounding area. The Adult Education Learning Center is located in Springfield, Missouri at the North Town Mall OTC Campus. By providing these services, OTC is addressing the local dropout problem and basic skills deficiency issues. This is a model for delivering adult education offers comprehensive services at one physical location, with students having access to interconnected educational services.

The following educational components are housed at the North Town Mall—OTC campus:

The **Adult Education Learning Lab** offers daytime and evening class. Times include 8:00am until 4:30pm, Monday through Friday and 5:30 to 8:00pm, Tuesday, Wednesday and Thursday evenings. Student who attend include those that need to improve their basic skills in reading, math and language and /or seeking assistance in preparing for the General Educational Development (GED) certificate. Students are given an initial skills review to determine competent skills and areas of deficiencies. Students then work on an individual study plan with

instructor assistance. Over 1,200 students were served during the 1999-2000 program year at the North Town Mall Adult Education site.

English as a Second Language classes are offered during the daytime and in the evening. Monday through Friday, 8:30am to 12:30pm and Monday and Thursday 5:30-8:00pm. Students participate in an instructor lead classroom, focusing on conversational English, written English and grammar in a multi-cultural setting. The OTC program serves over 200 non-English speaking students each year.

The **Literacy Reading Lab** serves non-reading and low reading/math level adults. Classes assist students in acquiring reading and math skills equivalent to sixth grade level. The Reading Lab classes are Monday though Thursday, 8:30am to 12:00pm and Monday and Tuesday evenings, 5:30 to 8:00. In the Reading Lab a number of methods are available for individualized learning prescriptions and on-going monitoring of student progress. Students have access to a variety of materials geared to below sixth grade reading levels.

Get "REAL" (Reach, Energize, and Learn) is a program funded by a Special Literacy Grant from the Missouri Department of Elementary and Secondary Education and operated by Ozarks Technical Community College-Adult Education. Get "REAL" provides 20 hours of weekly instruction that combine Adult Basic Education curriculum, Camp Fire Boys and Girls "Read to Lead" Family Literacy curriculum, and experiential learning opportunities. This project offers a supportive, small-group setting designed to promote self-confidence and enhance student's ability to participate successfully in other academic settings and workplace settings.

Volunteer Tutors certified through the Missouri Department of Elementary and Secondary Education are available to work one-on-one with beginning level students whose goals are to improve basic skills in reading, writing, and math. An important part of attaining this goal is to improve the student's self-image and self-confidence. Volunteers provide the individual help, attention and support many students need in order to be successful. Volunteers also serve as tutors for beginning speakers of English. Tutors provide an opportunity for English conversation and insight into American culture and behavior. During program year 1999-2000, 1349 volunteer tutor hours were generated at the North Town Mall learning center.

Computer Labs and appropriate software programs compliment the students' learning experience and are available for all of the above mentioned classes. The computer lab designed for basic skills improvement has two multiple station systems that provide interactive basic skills instruction. The ESL designated computer lab offers eight different software packages geared toward pronunciation and grammar usage. The literacy reading lab offers computer software geared for low literacy level students. Each computer lab is open to students who would benefit from lab specific software.

After students complete their immediate educational goals, they are encouraged to continue their education by attending college and non-credit classes at OTC or other educational institutions. Adult Education students who attain their GED are given an opportunity to participate in the college's spring graduation ceremony. Each year one of the Graduation speakers includes a student who has received their General Educational Development certificate through OTC's Adult Education classes.

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Adult Education students are also encouraged to apply for GED specific scholarships. Each year 20 GED scholarships are available through OTC's financial aid office. In the fall 2000 semester approximately nine percent of the OTC College credit student population had attained their GED.

By offering a comprehensive program at one site, OTC eliminates the need for students to travel to a variety of locations for classes. Housing a full range of classes at one site also enhances coordination of services, increases student comfort levels, and raises community awareness of learning opportunities.

Implementing the 4MAT Instructional Design System
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Description of the Program

Bernice McCarthy's 4MAT System is a teaching model that combines the fundamental principles of personal development theories with current research on human brain function, learning styles, and multiple intelligences. The central assumption of the 4MAT model, that humans learn and develop through continuous, personal adaptations as they construct meaning in their lives, is derived from the work of John Dewey, Carl Jung, and David Kolb. The model is an elegant, open-ended, flexible framework that is useful for faculty, staff, and administrators.

As a lesson-planning tool, 4MAT gives faculty a systematic way to design classes which not only communicate content but also train students to think and learn well. As a staff development tool, it offers a clear, sequential path for in-house training programs. As a system design, it provides an integrated system of training for instruction, staff development, curriculum, and assessment.

A small core of faculty in Palm Beach Community College's developmental education program began to study and use the 4MAT system in the mid-1990's. Thanks to their efforts, middle- and senior-level administrators supported and funded additional training for interested faculty and staff until an institutional training team could be formed. Regularly-scheduled 4MAT training sessions (Level I, II, and Assessment) are now offered, free of charge, to both full-time and part-time faculty. 4MATION software, which allows faculty to compose lessons plans based on the 4MAT model, is available to all faculty either through the college network or in the Professional Development and Resource Center.

Specific Objectives

- To increase faculty and staff awareness of learning styles, multiple intelligences, and brain-based research
- To provide faculty with training in designing instruction which utilizes learning styles, multiple intelligences, and brain-based research
- To develop a coaching/mentoring support system for faculty and staff utilizing 4MAT strategies and techniques

Significant Outcomes

Over 150 PBCC personnel have been trained in Excel, Inc's (Now About Learning, Inc.) 4MAT instructional design system since Lois Pasapane, a developmental education faculty member, coordinated the first full training session in 1996. In 1999, the first training sessions presented by PBCC's own 4MAT training team—Susan Caldwell. David Duncan, Lois Pasapane, and Magdala Ray—were held. In January 2000, PBCC hosted its first Level III national Trainer Certification session, attended by community college personnel from Wisconsin, North Carolina, and Florida.

Professional Development Day workshops this past academic year featured 4MAT awareness sessions, open forum sessions, and a coaching/mentoring workshop. The 4MAT system is introduced and modeled at each academic year's new faculty orientation session. Biology faculty member, Pat Johnson, has conducted research on student success utilizing the 4MAT model and presented her findings.

Access! Access! Read All About It
Libraries Become *ACCESS*-able in the Piney Woods

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Access has become a popular term in the last decade and nowhere has it been touted more than in the arena of higher education. Community colleges, colleges, and universities have all jumped on the technology bandwagon by certifying instructors in distance education, implementing web based instruction, building ITV classrooms, and striving to reach elusive students with the temptation of technologically advanced classes. With this advancement has come the need to reach distance-learning students with library resources.

Those students enrolled in technology-based classes still require traditional library resources for completing assignments. The most difficult group of students for the library to reach has traditionally been the high school students who are taking advantage of early admission or concurrent enrollment. In order to more effectively provide resources to this group, the staff of the M. P. Baker Library/Panola College designed and implemented a workshop for independent school district librarians to help bridge the gap between high school and college for these students.

The idea behind the workshop is to have librarians on the high school campus trained and willing to assist students with accessing the college library's resources. Of course, the college library provides online assistance but many students are intimidated by the electronic resources or are unsure of how to access the library. With a familiar face ready and available to help, the student has a greater chance for success, and the college has a greater chance of retaining someone who otherwise might become frustrated and withdraw.

The workshop participants included district librarians from the college service area and particularly those who participate in the college's ECENet (East Central Education Network) consortium, Panola College Librarians, and the Director of Distance Learning for Panola College.

The workshop began with an overview of the library's holdings. Visitors were allowed to peruse the shelves and ask any questions about the library's physical resources. After a short tour, the group moved to the Library's Panola Interdisciplinary Technology Lab or PIT computer lab for hands-on training. The high school librarians were given an introduction to the library's web site and each of its links. Then, they examined more closely the links that would be most beneficial to off-campus students.

First, librarians were introduced to *WebCat* , the library's online computer catalog used for searching the collection electronically. Next, the area librarians were introduced to NetLibrary, the library's collection of electronic books. They were allowed to create subscription accounts for accessing these books after they returned to their own libraries. Electronic database instruction soon followed. The librarians were given time to search for authoritative professional articles and practice various searching techniques. Last, the group was shown how to contact college librarians for further assistance.

The second phase of the workshop included a tour of Panola College's Interactive Television classroom. The Director of Distance Learning gave the librarians a demonstration of the ITV equipment. They also experienced compressed time by linking with a remote high school site and using the microphones at their desk to interact with students.

In the evaluation administered at the conclusion of the workshop, many of the librarians expressed gratitude for this opportunity. It was discovered that most public school librarians in our service area have not been given training opportunities that relate to distance learning, but are expected to help students with research assignments. This has become a difficult task as the resources become increasingly electronically based. Many of the participants related that they had never seen the ITV classrooms on their campuses or been invited to learn about the equipment needed for remote instruction. In fact, many had never utilized electronic library resources of any kind.

It is the desire of the college librarians to continue hosting such workshops to assist in bridging the gap between the high schools and the college campus. In the follow up evaluation sent to participants during the spring 2001 semester, many responded that they did feel better prepared to assist students with college level assignments and were more comfortable accessing electronic resources themselves. Others also indicated that they would encourage students to seek early admission now that they better understood how the process would work. The staff of the M. P. Baker Library eagerly anticipates the positive impact the workshop will have for future Panola College students.

Energizing Experienced and New Faculty: A Highly Successful Approach

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The Center for Excellence in Teaching and Learning at Parkland College addresses the dramatic need for acquiring and keeping qualified faculty. Impending teacher shortages leave colleges in competition for the best faculty. Faculty turnover has reached crisis proportions. The Center attracts faculty who care about teaching and want to enhance their professional skills. Parkland College values quality teaching and learning; the Center represents those values. This is an important message to incoming faculty. New faculty have multiple needs and experienced faculty must adapt rapidly to contemporary student issues. Our students have varying learning styles and abilities. They come to us to be educated; yet, they also want to be entertained.

In order to become and remain effective teachers, faculty need ongoing learning opportunities. The Center is an agile, responsive professional development system that empowers faculty to meet the challenges of higher education. Through multiple options, faculty are able to connect classical and useful learning theory with effective teaching techniques and strategies. In response to faculty professional development needs surveys, the following programs were designed and created by faculty to meet their needs.

Classroom Assessment and Research courses empower faculty to focus on learning by using classroom feedback to improve instructional quality and to form an important connection with students. Faculty become invigorated; students become engaged. These courses also draw faculty into the institutional assessment process and ensure students are connected to that process. The Mentoring program is a one-on-one learning partnership designed to connect faculty to each other, the students and the college. The New Full-Time Faculty Orientation Program was created in response to feedback from the new full-time faculty who requested more support to ease their transition to a new reality. The program informs faculty of key components of the college culture: mission, values, students, and additional support systems. Instructional Workshops, Seminars, and Discussions are opportunities for continued learning. These options vary in time commitment and focus on immediate, practical classroom applications. Preparation and Development Weeks launch and support major initiatives. Teaching Excellence Awards recognize faculty who work hard and make a difference in their students' learning.

Since 1996, approximately 2,000 full- and part-time faculty have *voluntarily* participated in the Center's direct programming. The numbers greatly increase when incorporating the all-college initiatives that connect everyone to our values, ethics, accreditation and future. The impact: Parkland College is a learning college with clear values and ethics; faculty have a common learning language and know that student feedback is valued. How better to address the needs of students ready to be entertained and uncertain how to learn?

The Center for Excellence in Teaching and Learning creates programming that is replicable by all colleges and is already being used at some. What is needed are supportive administrators, who recognize and support faculty leaders, and an agile, responsive, faculty-driven system that is focused on student learning—even in the edutainment age.

ERIC Full Text Provided by ERIC

The Internal Program Review Process
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Quinsigamond's Internal Program Review (IPR) is a systematic, data-driven process of "curricular reinvention," Its goal is to strengthen teaching and learning by designing an ideal curriculum responsive to rapidly changing workforce requirements and then, infusing innovative strategies in instructional design, technology utilization, assessment of learning, and academic and student supports. IPR focuses on the program as a whole, not the discrete disciplines or individual courses. This compels the institution to contend with the "outcome" question first, which is *"What should a successful graduate of this program know and be able to do?"*

What is Internal Program Review?

The IPR is a semester-long guided review and analysis of critical external and internal trends and statistics. The process encourages utilization of myriad sources for benchmarking and defining outcomes, developing curriculum, designing measures to assess overall effectiveness, and identifying resources needed to achieve desired goals. Ultimately, each program synthesizes the information and recommends programmatic improvements anchored in performance-based research and projected trends. Recommendations serve as the program's "business plan" and include a comprehensive Curriculum Plan detailing an outcomes assessment strategy.

The Curriculum Plan, one of several important products of the Internal Program Review, specifically details the program goals and anticipated student outcomes, the individual course objectives, and related assessment strategies. The Plan not only details the desired student outcomes but also articulates a systematic and ongoing process by which the outcomes can be assessed in order to provide evidence of student learning.

To support the review, QCC's Academic Affairs Staff developed the IPR Guidebook, a step-by-step manual to guide the inquiry. During its development, faculty and staff provided input and suggestions regarding the scope and sequence of the IPR process. In concert with the faculty coordinators, the College developed an ongoing five-year cycle for the Internal Program Review. Within this time frame, each degree and certificate program will complete the comprehensive process.

How the Process Works

Each program under review has a designated Project Manager; typically, the manager is also the Program Coordinator. All faculty within a program under review are involved in the review process. Each program team receives a copy of the IPR Guidebook. This manual is designed to assist the faculty and Project Managers, and is organized around three themes:

1. Competitive Analysis & Regional Labor Market Demand;
2. Curriculum, Instruction, Assessment & Faculty; and
3. Institutional Support and Other Program Resources.

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The team of faculty members undergoing IPR meets weekly throughout the semester. One of the purposes of these weekly meetings is to provide a regular forum for Project Managers to share preliminary findings and thoughts, and to draw upon the expertise and experience of their colleagues in other disciplines as they craft their ideal curriculum. The weekly meetings are also structured to include formal presentations from various College-wide functions. Regular presenters include representatives from such campus offices as Experience-Based Education, Career Services, Admissions, Marketing, Advising/Assessment, Transfer & Articulation, Financial Aid, and Continuing Education. IPR has fostered considerable dialogue among various supporting arms of the College and has allowed the faculty members to gain a deeper understanding of how the various College operations work together to insure student success.

To encourage open communication and cross-functional involvement in the IPR process, these weekly meetings are open to the entire College community. However, it is noteworthy to mention that all members of the QCC community are welcomed to participate in the discussion. However, they are asked not to provide commentary that in any way dissuades the faculty from considering every possible avenue during the active phase of looking outside the institution to benchmark the program. This period of incubation allows the creative thinking process to continue unencumbered by the rules and regulations that might place limits on creative curriculum reinvention.

In Summary

IPR has not only provided the College with a comprehensive process for defining realistic outcomes assessment in each degree and certificate program but also IPR has had an unquestionable impact on the institution itself. Curriculum is changing in response to research and community need. Campus dialogue on teaching and learning is increasing. This increased communication has produced an exponential increase in awareness and understanding across the College community regarding the goals and needs of the academic programs. In addition, faculty and administration are confident that programs that have undergone IPR and have responded to the recommendations are relevant and of high quality. There is an increased sense of faculty ownership of programs and an increased understanding of what is required to maintain program quality. Faculty are seeking entrepreneurial staff development opportunities to further enhance their understanding of the world outside academe. Finally there is a greater sense of certainty that program quality can be documented to agencies such as the state Board of Higher Education or the regional accrediting agency. Suddenly external communities view QCC as a dynamic and important resource.

Best of all, the Internal Program Review process is replicable. Designers of a review process must envision broad horizons of information, data, and changing market conditions to use as benchmarks in measuring program relevance and effectiveness. They must be able to understand and interpret important institutional data on student enrollment, progression, retention, and completion. Guidance and support must be provided for faculty undertaking the review and allowances made for differences in individual faculty approaches to the task. Preliminary assessment of the institution's readiness for sweeping and rapid changes will indicate what steps must be taken to bring other arms of the institution on board. IPR is a most remarkable and powerful process, one that has the capability of *resetting the institution* to focus on teaching/learning as its heart and soul.

Partnering for Success: Some of My Best Friends Are in Student Services

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San Jacinto College North is an institution committed to achieving student success by dealing with students' academic, personal, and learning needs in a cooperative and collaborative environment. Student educational success is the responsibility of everyone on campus. Student services and instructional services are not enemy camps; they are an integrated team with one common goal–successful student outcomes.

Beginning in 1998, the vice presidents of student services and instructional services became partners in the goal of uniting their respective areas and tearing down the barriers that had divided them. A campus reorganization soon followed, in which a conscious decision was made to appoint a faculty member to a leadership position in student services and the Director of Counseling to a leadership position in an instructional area. With these appointments, campus executives believed there would be a greater recognition of the frustrations and opportunities in both areas of the college.

Since 1998, no major initiative has been undertaken at the college without representation from both student and instructional services at every level of project teams. For example, a Developmental Task Force was appointed in 1998 to evaluate the college's developmental program and recommend changes. Chairs of the Task Force included an associate dean from student services and two associate deans from the college's academic program. All committees involved both student services personnel and faculty. The result was a careful assessment and restructuring of the developmental program. Currently, the Strategic Enrollment Management Task Force includes two associate deans from student services and an associate dean from an academic program. The Student Success Task Force, created to identify and develop resources, practices, and procedures to institutionalize student success as the mission of the college, is chaired by two associate deans—one from an instructional area and the other from student services. All supporting committees must include representatives from both areas.

The results of this collaborative spirit have been many. Student Development administers the Tutoring Resource and Assistance Center (TRAC). In its first semester of operation (Fall 2000), more than 600 students took advantage of its services. Yet, this success would not have been possible without faculty involvement and support. Faculty recommend any student tutor hired. Some instructors work as tutors, and others are content specialists who are resources to student tutors. Full-time faculty who tutor may include this time in their office hours. Adjunct faculty are paid. TRAC furnishes space to any faculty member who wants to host a tutoring session or discussion group. Another collaboration includes a faculty member who is developing a Supplemental Instruction program for her course. This work is also being supported by student services.

Gator Guidance, the campus mentoring program, demonstrates still another true partnership between student and instructional services that benefits students. The program coordinator is from the Counseling Center, but the committee that developed and oversees the program includes two faculty members and two

student services professionals. There are more than 40 mentors including instructional administrators, faculty, and staff and student services administrators, professionals, and staff. More than 130 students have participated in this program since its beginning last fall. Many were referred by instructional personnel.

In another student services area, retention specialists from the Counseling Center support classroom learning in a number of ways. Their primary responsibilities include building relationships with students; encouraging student success in the classroom; and connecting students to available campus services, such as tutoring, mentoring, academic advising, and counseling. Some retention specialists audit college classes and work in partnership with the professor to reach other students in the class. Another retention specialist works closely with the College Preparatory Division in identifying students who need services and contacting students who miss class. Faculty also refer students to the retention specialists.

As faculty and student services personnel have become a team, trust and understanding of each other's qualifications and abilities have increased. Over the last year there has been a 38% increase in the number of student referrals from faculty to the Counseling Center for personal counseling. Faculty attend workshops sponsored by the Counseling Department and encourage their students to attend. Student services personnel present workshops in classes on study skills, resume writing, interviewing tips, and time management as a part of the curriculum.

The Lyceum program, also a part of student services, is now an important classroom resource. It provides funding for presentations to the entire campus, a particular program, or a single class. Black History Month will feature a jazz history program coordinated by student affairs in partnership with the Music and History Departments. A hypnotist performs on campus annually. His show is scheduled to coincide with discussions on hypnosis in Introductory Psychology. When instructional programs and student services work together, classroom learning is reinforced and program attendance escalates.

Yet another integrating factor is the way in which student services professional staff and faculty work in both areas. Pay for adjunct instructors is supplemented with part-time work in student services. When the Counseling Center needs extra advisors during peak enrollment periods, it hires adjunct instructors to assist. One of these adjunct instructors has joined the full-time faculty. He is better able to utilize the Counseling Center to benefit his students and serves as a model for others on campus. Adjunct faculty work as tutors and mentors and receive compensation for this work. In this way, the college is able to provide additional support to its most effective adjunct faculty and keep them on campus and available to students for longer periods of time. Some student services personnel teach classes. This enhances their ability to design appropriate services in collaboration with faculty to meet student learning needs and increases their credibility with other faculty members.

When instructional and student services areas work together, there is a spirit of collegiality that keeps the focus on student success. The ultimate beneficiaries of this environment of teamwork, collaboration, and cooperation are the students of San Jacinto College North. Improved retention levels, higher student satisfaction levels, and stronger programs have been the result. A serendipitous effect is a more social and supportive environment in which it is a pleasure to work.

A Learning Community for Students, Faculty and Staff
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The overriding purpose of the Southeast Community College Office of Staff Development is to provide a variety of ongoing growth facilitating opportunities for all employees of the College.

The office is comprised of three developmental centers with three distinct purposes. The centers are the Center for Professional and Personal Growth and Renewal, the Center for Excellence in Learning and Teaching, and the Center for Quality Leadership.

The Center for Professional and Personal Growth and Renewal

The purpose of the Professional and Personal Growth and Renewal Center is to maintain institutional vitality, encourage individual personal growth, and to create a powerful, positive and professional working environment.

It is also our purpose to help ensure that all SCC employees are on the cutting edge of technology. Such learning opportunities include computer training and vocational updates.

The seminars and workshops are designed to provide all SCC personnel extended ways to effectively and creatively develop professionally and personally, in order to serve our students and to advance the mission of SCC.
In the past year and a half Staff Development has offered over 60 seminars in the Center for Professional and Personal Growth and Renewal. Average attendance is 26 people per session. Topics include "Winning with Difficult People," "Humor in the Workplace," "The Balancing Act—Managing Work and Home," "Time and Stress Management," "Safety on Campus," "Creating Professional Business Letters," "Myers—Briggs Type Indicator—Building Effective Teams," and technical updates on "MS Word," "Lotus Notes," "Excel," "PowerPoint," and "Navigating the Net."

The Office of Staff Development is licensed to facilitate seminars and workshops in "Character Counts," "7 Habits of Highly Effective People" and the "Myers-Briggs Type Indicator." These extended topics will be offered in 2001.

The Center for Excellence in Learning and Teaching

Continuous enhancement and searching for the best teaching practices in order to increase and ensure student learning is the purpose of the Center for Excellence in Learning and Teaching. Whatever the teaching assignment, this Center provides programs and services that address student learning and teaching needs.

In the past 18 months Staff Development has offered over 26 programs for faculty members with an average attendance of 13 people per session. Topics include "Critical Thinking Skills in the Classroom," "Motivating Students How to Learn," "Advanced Teaching Strategies," "Teaching Techniques for Distance Education," "Working With the Under-Prepared Student," and "Assessment and Evaluation [illegible]es for Classroom Learning."

ERIC Full Text Provided by ERIC

Staff Development recently created two certificate programs for classroom teachers. The nucleus of the first certificate program is on Instructional Methods, Course Design, and Classroom Management. Topics include "Building Relevancy for Student Success," " How to Motivate Students for Learning," "Making Your Classroom Learning-Centered," "The Essentials of a Learning Plan," "Learning Styles," "Teaching Strategies," and " Working with the Under-Prepared Student."

The second certificate program is devoted to Assessment and Evaluation of Learning. Topics include "General Theory of Classroom Assessment," "Creating Learning Goals," "Bloom's Taxonomy," "How Do You Know if Your Students Are Learning?" and "Testing and Grading—when to test, how to test, alternatives to testing, and rubrics."

Staff Development is also collaborating with the offices of Diversity, Multi-Cultural Services and Student Retention in creating a program entitled "Building Bridges." The stated purpose of this program is to provide information to SCC faculty and staff in order to help them gain a better understanding of students who are from different cultural backgrounds. By providing this information it is our goal to enhance the classroom learning experience for international students and culturally diverse students.

The Center for Quality Leadership

The overall purpose of the Center for Quality Leadership is to enhance leadership skills and abilities of college administrators or supervisors, and others who wish to become administrators or supervisors. The seminars or workshops offered in this center are available to all SCC personnel who are interested in leadership and learning the necessary knowledge, skills, and attitudes it takes to become an efficient and effective leader.

In past few months staff development has offered 15 leadership seminars with an average attendance of 15 people. Topics include "Long-Range Planning," "Future Planning With Student Services," "Unlock the Magic—A Seminar for Personal Leadership Development," and "How to Conduct a Performance Evaluation."

All SCC personnel are invited and welcome to participate in any training activities offered in the three centers. In a dynamic college setting such as SCC employees are encouraged to participate in workshops and seminars that address and enhance their professional development or strengthen their personal growth. The Office of Staff Development exists to assist all employees to function in an effective and efficient way to support the mission of the College.

Creating a Success Center
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When Southwestern Illinois College was awarded a Title III grant in October 1997 to develop services and programs for increasing student success and retention, it was the first step toward implementation of one of the College's most successful programs. Through significant effort, a team of administrators and faculty designed the Success Center, which opened in August 2000. The Success Center provides students with services and academic programs that create a place in which students are given the tools to help them succeed in college—and the success has been astonishing! The first semester the center was open 1,326 students came to the center for 7,142 visits.

The Success Center at Southwestern Illinois College houses four primary activities: academic tutoring, workshops, an early alert system, and computers for academic support.

The Success Center brings together most tutoring on campus in one convenient place, providing an excellent mixture of both peer and professional tutors in a number of disciplines. There are 15 peer tutors. Each peer tutor must have an excellent academic record, a faculty recommendation, and attend a five-hour training seminar. There are 7 professional tutors including a math specialist and an English specialist. All of the professional tutors are experts in their fields and most are adjunct faculty members. The collocation of both types of tutoring has proven to be a successful and valuable union that benefits the tutors and the students. The professional tutors model appropriate tutoring behavior as well as mentoring for the peer tutors. The peer tutors have experts available. Students are benefiting from an abundance of expertise in a very comfortable and congenial atmosphere. This is definitely a win-win situation for both the students and the school.

In addition to tutoring, the Success Center developed and presents a series of innovative, and informative workshops to assist students.

Math workshops are very popular. The math specialist maintains constant contact with developmental math faculty to stay abreast of the current areas of study. She then ensures that workshops are available on topics that students are currently studying and in which they need additional support. This innovative approach of offering workshops 2-3 times per week on topics being covered in class at the point of need in the semester has proven to be extremely successful. It gives faculty a ready referral for students having difficulty in specific areas. Three percent more of the students who chose to participate in tutoring and/or math workshops successfully completed their math classes than those in all math classes.

Many other successful workshops are offered as well. The Success Center is frequently able to garner the services of full-time faculty to present workshops, such as the extremely popular math workshop on "How to use the Graphing Calculator." This workshop was offered several times by two full-time faculty members interested in helping students better understand the calculator. In the

second semester of operation, the Success Center is offering 45 math workshops on 17 different subjects! But, this is just the beginning. There are already plans for adding several additional workshops as the need arises.

The English workshops have been equally successful. The English specialist introduced topical workshops that have been popular with both students and faculty. With the assistance of faculty members, four English workshops were developed to support students with writing assignments for any class. During the second semester of operations, the English specialist is conducting 22 workshops on 11 different subjects.

In addition to academic workshops, there is a large interest in workshops for other areas. These include skills and career workshops presented in the Success Center by counselors and Career Center personnel. Initially, the intent was to provide one workshop a week on different academic subjects and skills. Due to the popularity of the workshops, this plan was quickly revised.

The Early Alert Program is a collaboration between the Success Center, faculty, and the Student Development Division. This program identifies students at-risk of failure early in the semester when interventions and changes in behavior can still enhance their opportunities for success. The first semester, 10 faculty members participated in the pilot of this program. Faculty identified at-risk students in their classes to the Early Alert Coordinator via a networked computerized program. The students were contacted by telephone or by mail. Sixty percent met with the coordinator in the Success Center. They worked together to identify strategies and a plan that could help the students succeed. Students were referred to tutoring, counseling, study skills workshops, and disability services. Students were given needed individual attention to increase their likelihood of success, and the results were exceptional. Fifty-eight percent of these at-risk students successfully completed the class as compared to 42 percent of the control group.

To support their academic endeavors, the Success Center provides students with a leading edge, state-of-the-art learning facility. The Success Center provides a "smart" classroom for workshops that is equipped with every resource needed for creating and delivering effective presentations. It has an overhead projector, a sophisticated video capture and display system (ELMO), a VCR, a smartboard, and a top-line audio system. It provides workshop facilitators with a variety of methods to effectively present information. The Success Center has 20 computers available for academic support. The faculty is increasingly introducing students to technology in the classroom and many instructors have class information and assignments on Blackboard or WebCT. Students must have access to these materials. The Success Center is a place where student can access this class information and assignments. In addition, students can do Internet research or use any number of academic support software programs available in the center.

The Success Center was designed to give students the tools and opportunity to be successful in their classes. The success of the Success Center can be directly related to the strong collaboration of Student Development and Instruction and the commitment of faculty and staff to making a place where Southwestern students can gain the tools to help them succeed.

SECTION II

EXEMPLARY INITIATIVES IN WORKFORCE DEVELOPMENT

PROGRAM AWARD WINNER

Project Teacher Start
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A favorite T-shirt design at early childhood conferences reads, "Behind every working parent is an underpaid childcare worker." The need for childcare employees is one of the fastest growing workforce areas in Corpus Christi, Texas. It is projected that 6500 workers will be needed by 2006 in this 12-county region of South Texas. This industry is plagued with low wages (the average hourly pay is $6.17), and high turnover, and low standards.

Problem

The Child Development/Early Childhood (CD/EC) faculty at Del Mar College wanted to improve the quality and quantity of childcare in the area. Quality childcare builds the foundation for later school and life success. Access to dependable childcare is crucial to the employment of parents who need childcare in order to work. Sixty-five percent of the mothers of young children are in the workforce. Del Mar College has experienced a decrease in the number of single parents enrolled, which is attributed to the lack of community childcare. The regional childcare contractor, who assists low-income families in finding and paying for childcare services, routinely has a waiting list of 1500 to 2000 children. Unfortunately the federal childcare funds allocated to this area of Texas are frequently returned because of a lack of state and local matching funds.

Solution

The CD/EC faculty, in conjunction with the local workforce board, researched both the federal regulations and the state rules to find a solution. They discovered that local childcare training dollars could be used to match federal funds. The faculty proposed certifying the expenses generated through the Child Development/Early Childhood Program as match funds. The CD/EC Advisory Committee brainstormed creative approaches to training such as Saturday and evening classes, field trips, tours, mentoring components, off-campus courses, curriculum fairs, Internet and satellite training, specialized management institutions with national experts, and providing free curriculum materials. The Committee also selected the name "Project Teacher Start" because quality and quantity childcare starts with a professionally educated teacher.

In May of 1999, Project Teacher Start was formally funded through a three-way agreement with the Texas Workforce Commission, the Coastal Bend Workforce Development Board, and Del Mar College. It is directed by the Chair of the Child Development/Early Childhood Program and coordinated by part-time staff. Project Teacher Start is the first effort in Texas to use community college child

development instructional expenses as a certified local and state match for federal funds. Since Teacher Start began, the project has bought in $476,000 or almost half of a million dollars. The approach was also been replicated at two other Texas community colleges, Central Texas College and Coastal Bend College.

Results

A total of 91 childcare facilities and 485 childcare providers have participated in Project Teacher Start. The following is a listing of Teacher Start activities:

- 173 childcare employees received financial assistance to enroll in college credit courses.
- 44 childcare employees participated in Science or Math Mentoring Courses and their places of employment received $500 of science or math materials. Each student had to mentor a fellow employee. Students and their mentees participated in field trips to the beach, museum, bird watching boat rides, and gardens. At the conclusion of the classes, the students hosted early childhood curriculum materials fairs for parents and other caregivers.
- 90 childcare employees received continuing education hours on topics such as cooking with children, guidance techniques, establishing learning centers, and developing lesson plans.
- 212 employees enrolled in Child Development Associate (CDA) training classes.
- 15 employees were awarded Teacher Start grants to apply for CDA Credentials.
- One center and seven homes were granted funds to apply for accreditation from the National Association for the Education of Young Children or National Association of Family Childcare
- 87 administrators received daylong training from nationally known experts concerning risk management, playground development, Budget planning, staff training, and early brain development.
- 254 childcare employees attended satellite training in conjunction with the Texas Agricultural Extension Service.
- $32,800 of child development training videos and books was given to 15 local public libraries in the 12-county area. Childcare administrators in those communities were trained to use the child development resources to conduct on-site training and parenting workshops at their facilities.
- $120,000 of direct childcare services is provided to college students.

Project Teacher Start is viewed very positively by the local childcare industry with over 90% of those surveyed reporting satisfaction with the quality of training, the resource materials and the scheduling of training sessions. The majority surveyed reported that participation in Project Teacher Start had improved their interaction with children and parents, improved learning environment, and improved leaning activities. A few employees reported that they had gotten promotions or raises because of Project Teacher Start. The Texas Workforce Commission and Coastal Bend Workforce Development Board have high praise for the project. This project aggressively seeks to provide technical and financial support to the childcare workforce. Soon the favorite T-shirt will read "Behind every working parent is a well-educated childcare professional."

50/50 Automotive Training Program
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In January 2000, Albuquerque TVI inaugurated its 50/50 Training Program with the placement of two automotive technology students at an area new vehicle dealership, Don Chalmers Ford. The 50/50 Program is an innovative, flexible partnership between the Automotive Technology Program and local area industry. It allows students to obtain paid, hands-on experience under the guidance of an experienced master performer while continuing to attend school. In turn, employers have the opportunity to "grow" new technicians to help ease the nationwide shortage in the field.

Industry Input

The 50/50 Program was developed with input from the Albuquerque New Car and Truck Dealers Association. The Association's Technician Training Committee provided valuable guidance as to program design and focus. In addition, 50/50 received a warm reception from area independent automotive repair facilities anxious to participate. To date, two additional area dealerships have become partners in 50/50 by hiring existing students, and one dealership has referred students specifically to the program.

Correlation With Existing Program Schedule

The 50/50 Program is ideally suited to the existing automotive technology course schedule, which utilizes 5-week instructional blocks. The block schedule easily allows for alternating work and school phases so no significant schedule changes are needed. It also allows significant flexibility in that a student can enter into a 50/50 arrangement at any time in the course sequence. As industry interest continues to build, the option for 50/50-specific weekend or evening courses is developing.

Benefits to Students

As previously mentioned, the work phases are designed such that industry mentors provide ongoing guidance to the students. This arrangement is superior to the all-too-common placement of new hires in low level positions where they are expected to "sink or swim" with no support whatsoever. The mentors also provide valuable feedback to TVI both in the form of individual student progress reports and overall programmatic recommendations. Students in 50/50 have proven to possess greater motivation and academic achievement. The students have the opportunity to improve their skills through frequent application of material learned during school phases, which has added to student success on first-time passes of the ASE Certification exams. In addition, students have the opportunity to develop positive work habits and prove themselves to their employers. Another benefit is that by the time students earn their certificates and become full-time employees, they have already received salary increases to place them above the wages they might otherwise be receiving upon entry into the workforce.

Benefits to Industry

Employers, both new car dealerships and independent repair facilities, also realize benefits as participants in the 50/50 Program. Perhaps most important, they have the opportunity to mold students into the type of automotive technicians suited to their environments and needs. The support provided to students while in the program helps to engender loyalty in the workplace as well as motivation in the academic realm. With dealerships in particular, the work phases allow students to obtain vehicle brand-specific experience. This is enhanced by access to manufacturer basic and in-service training courses. Experience also has shown that student productivity quickly contributes to increased shop revenues.

Benefits to Institute

The extensive interface with industry resulting from 50/50 has served to further strengthen the TVI – industry relationship. The already strong industry participation on the Automotive Technology Program Advisory Committee has increased even more. Faculty have benefited from the increased industry rapport with greater opportunities for industry job shadowing as well as factory and aftermarket training to maintain currency in the field. In addition, broadened relations with industry have led to an increase in donations of training equipment and vehicles.

Summary

The 50/50 Training Program is proving to be a viable option for the training of future automotive technicians. It incorporates school-based instruction with meaningful industry experience under the watchful eyes of dedicated mentors. Flexibility in scheduling, smooth correlation with existing course sequence, and benefits to students, industry, and the institute truly produce a winning combination for all.

Educational Partnership between Rust Tractor and Albuquerque TVI

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A collaboration between the Albuquerque Technical-Vocational Institute (T-VI) Diesel Equipment Technology Certificate Program (DETC) and Rust Tractor was started in January, 1999 (Spring Term) to provide a technical learning environment dedicated to the preparation of individuals for challenging positions in the diesel equipment industry.

During the fall 1998 term it was brought to the attention of the Advisory Committee that the number of participants in the DETC Program was decreasing. If steps had not been taken to increase participation, the program could have been put into program review, and possibly cancelled. Rust Tractor had an interest in helping to maintain and increase participation in the program, and the collaboration was established to begin in the spring 1999 term.

Rust Tractor is the regional Caterpillar Dealer for the entire state of New Mexico. The partnership was designed to train entry-level technicians for Rust Tractor and other industry partners to meet the shortage of qualified technicians created by increased business, increased technology, and a large workforce at or near retirement.

T-VI revised curriculum to meet the needs of Rust Tractor and other local industry. T-VI also assisted Rust Tractor with trainer development by allowing Rust Tractor employees to attend the T-VI Instructional Orientation Course and Faculty Development activities. T-VI scheduled DETC courses to meet Rust Tractor and industry needs and updated instructional supplies and equipment to remain current with industry standards. Staff development was provided to develop new learning technologies, innovative delivery systems, and improved teaching strategies.

Rust Tractor donated student stipends, supplies and equipment to the DETC program through the T-VI Foundation; actively participated on the DETC Technical Advisory Committee; agreed to provide space for T-VI courses if available; and to exchange technical faculty and staff. Rust Tractor assisted with recruitment activities; promoted T-VI in the community; and promoted the Associate Degree Program and other higher education opportunities. Rust Tractor provided technical advice on updating supplies and equipment; made recommendations for the disposal of obsolete supplies and equipment to enable T-VI to remain current with industry standards and needs; and provided technical assistance on reorganization of the labs to promote state-of-the-art safety, appearance, and industry standards.

As a part of this program, Rust Tractor implemented an apprenticeship program whereby they require their apprentice employees to enroll in classes in the DETC Program at T-VI. This provides employees with technical educational opportunities while providing hand-on training at Rust Tractor. Apprentice employees have the opportunity to obtain an educational degree while earning wages.

There have been many benefits from this program. Students and employees have gained hands-on experience using industry state-of-the-art teaching, learning technologies, and equipment. Upon successful completion of the new program, T-VI faculty, industry employees, and students are skilled technicians with the necessary expertise to meet the needs of industry. Students and employees are able to participate in a career path that promotes life-long learning opportunities. The community benefits by having a skilled and well-educated workforce to ensure economic development. Industry benefits because employees do not need to be retrained by industry on the job site or away from work.

The student success rate has been significant. The number of graduates increased from 6 in 1998-99 to 10 in 1999-2000. The duplicated enrollment increased from 234 to 345 in the same time period. The part-time enrollment increased from 39 to 54 students. Retention with a "C" pass rate increased from 75% to 91%. Female enrollment increased from 5% to 8%. The program has had a 100% employment placement rate since the implementation of this program.

The program has branched out with the help of Rust Tractor to start programs at two local high schools. The students have concurrent enrollment at T-VI and their local high school and are able to obtain college credit while completing their high school requirements. This shortens the time required to complete the program at

T-VI. T-VI is also working to develop a 5-week block program where students will have 5 weeks of classroom training, then a 5-week on-the-job experience with an industry partner. This would enable some students to work and earn money while going to school to complete the program.

Both T-VI and Rust Tractor share learning and specifics of the program with other interested industries, companies, and schools. Rust Tractor and other industries have provided valuable assistance by helping recruit students at high schools, open houses, and job fairs. At this time several other industry members have expressed interest in joining and supporting the program. John Deere is looking to implement an apprenticeship program and both the Peterbuilt and Kenworth dealerships have expressed an interest, as this program would make their employees more valuable.

Professional Cooking Program
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The Albuquerque Technical-Vocational Institute (TVI), Professional Cooking program is nationally accredited by The American Culinary Federation and has a curriculum, which includes basic to advanced cooking principles. The program has been at TVI since 1973 and has continued to change and improve over the years. Any comprehensive culinary arts program is equipment and supplies intensive by nature, and looking at other culinary programs around the United States, one can find the average tuition for a two year Associate Degree in Culinary Arts to cost just over $30,000. TVI culinary students pay only for chef s uniforms, tools, textbooks, and a $22.25 registration fee each trimester. With tuition and textbooks needed for five required Arts & Science courses, TVI students can complete the nationally accredited culinary program and receive their AAS in culinary arts for less than $2,000 (not including living expenses).

How is TVI able to offer culinary education without expensive tuition? To ease the expense for supplies required for instruction, the Professional Cooking program has become creative in making purchasing decisions and obtaining donations. The program recently developed a new centralized purchasing system to help the four separate programs (Professional Cooking I and II, and Baking I and II), utilize food supplies more efficiently. Faculty and Staff are always looking for ways to lower expenses without lowering the quality of instruction. An example of this occurred when faculty switched from using expensive towels rented from a linen company (required under each student's cutting board), to reusable plastic netting, which was purchased for a fraction of the cost. This one idea has saved the Trades and Service Occupations Department several thousand dollars, and will continue to save that money each year into the future.

In an effort to improve our Advisory Committee and link our culinary program with the industry that hires our graduates, the school has always utilized field trips and guest speakers. Today, a new initiative has been implemented that will improve the way culinary education can be offered without as many expensive

costs. This initiative will lower expenses while increasing the quality of education TVI provides. It will increase industry linkages, and may also increase student retention and student employment in the industry. It is initiatives like this that enable us to maintain our national accreditation while offering quality education for a fraction of the cost of many comparable schools throughout the United States.

Typically, TVI Professional Cooking students are being taught a lifetime of knowledge, skills, and competencies in an eight month period. Today the food service industry is one of the largest and fastest growing industries in the world, and is in desperate need of trained / qualified employees. With food supplies as expensive as they are, each student does not always receive the repetition and practice needed to become competent in a particular skill. Without the repetition and practice of certain skills, students graduate with only an exposure to, not mastery of, many skills and competencies.

In the past, the Professional Cooking program would (for example), purchase one or two whole salmon to demonstrate to students how to filet a round fish and how to determine the freshness of fish, as well as describe the best cooking methods for this type of fish. This is very expensive - hundreds of dollars each trimester; thousands of dollars over a period of years. Each student did not necessarily have the opportunity to practice the skill they were learning, but instead, would only observe, listen, and ask questions. This is all changing with our newest initiative. To accomplish the need for students to receive increased individual practice, and do so without increasing expense, this industry linkage has been developed and implemented.

A local Chef/Owner who hires TVI graduates is becoming involved with improving our program due to the efforts of Chef Instructor Martin Samudio, CCC. Klaus Hjortkjaer, Chef/Owner of Le Cafe Miche in Albuquerque, and a member of the Culinary Arts Advisory Committee, has decided to do something that will result in a win-win situation. Chef Hjortkjaer has offered to act as a guest chef lecturer, and deliver the following food supplies to TVI to be used in student learning (with an emphasis in hands-on repetition) in the following areas:

- January 29, 2001 - four cases of chickens to be fabricated / processed,
- February 26, 2001 - nine cases of ducks to be fabricated and confit processed,
- March 05, 2001 - five whole lamb to be fabricated,
- March 12, 2001 - 18 whole salmon to be fabricated, and
- April 16, 2001 - eight lobes of Foie Gras to be processed and fabricated.

For the experience to be complete, TVI will keep some of the product as a donation to the school in order for students to develop their palates, but the time spent learning about the products and practicing with them is what will enhance the students' educational experience and culinary ability. These products represent thousands of dollars in food, the kind of foods students experience at expensive culinary schools, in fine dining establishments, and many other food service industries. Industry partnerships such as this will enable TVI to attract people who are considering moving out of state to receive culinary instruction. It also gives students a more complete education without any additional expense for the student or TVI. Cafe Miche will save money normally spent on labor, while saving other New Mexico restaurants that hire TVI graduates the time and money it takes to train new employees in these areas.

Marketing graduates has always relied heavily on word-of-mouth advertising. When a student can do, with confidence, what is needed to succeed in the food service industry, the reputation of the student and school is enhanced.

This newest initiative will improve education, save money, increase student competency, save industry time and money in training new employees, and enhance the reputation of the Albuquerque Technical-Vocational Institute's Culinary Arts Program. It will do this by giving students the confidence they need to succeed in the food business. Confidence can only come with practice and repetition can only become a reality with an increase in expense. This expense does not exist when the initiative of a partnership such as this one is created. When education and industry create partnerships such as this one, education, industry, students, and the community all win.

Volunteer Income Tax Assistance Program
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Whoopi Goldberg calculates that "If every American donated five hours a week, it would equal the labor of 20 million full-time volunteers." Students at Albuquerque Technical Vocational Institute are doing their part. In each of the past two years, approximately 100 students have volunteered more than 25 hours each in the Institute's Volunteer Income Tax Assistance program.

Students at Albuquerque's TVI had participated sporadically in the IRS VITA program in previous years, with TVI involvement amounting to little more than providing a classroom. Two years ago the Institute decided to integrate this volunteer work into the academic curriculum in an effort to enhance the learning experience and to increase the program's impact on the community.

The Institute demonstrated its initial commitment to the program by allocating the resources of an experienced instructor to develop a plan for implementing the initiative. In addition to investing in computers and printers, the Institute partnered with corporations to donate tax preparation software. The Institute then worked in conjunction with the IRS and the State Department of Taxation and Revenue to develop a course to train students to prepare income taxes for the elderly and economically disadvantaged citizens of New Mexico. This became a for-credit elective course for Accounting and Business Administration students who wanted hands-on tax preparation experience and the opportunity to volunteer their time.

Today, the program consists of a two-credit course called "VITA Tax Preparation" in which students are taught the fundamentals of income tax preparation, through a combination of lecture and hands-on practice with sample tax returns. The Institute offers six sections of this course in the fall and spring semesters as an elective for students in the Accounting and Business Administration programs.

Following successful completion of the two-credit course, students may sign up for a one-credit course called "VITA Tax Internship" in which they put their learning into action. To earn credit for this course, students must complete a minimum of 25 hours of volunteer time spent preparing tax returns for the elderly and economically disadvantaged patrons who visit tax preparation centers on three different campuses at the Institute.

In addition to their volunteer work, students have the option of taking and passing the IRS VITA Certification exam to earn an A for the course. Students who do not want to take the exam can earn a B for the course by completing 30 hours of volunteer time, while students wanting to earn a minimal passing grade simply complete their 25 hours. Students who fail to complete the required volunteer hours earn no credit for the course.

This innovative program creates a partnership between the Institute and the community by forging a bond between education and the needs of disadvantaged citizens of New Mexico. This bond enhances the student learning experience, creates value in the community, and extends the reach of the educational arm of the Institute far beyond its currently enrolled students.

Program directors estimate that student volunteers have completed 15,000 tax returns for elderly and economically disadvantaged New Mexicans over the past two years. Instructors involved with the program estimate that the program returns 5 million dollars annually to the Albuquerque community in the form of tax refunds that previously often went unclaimed. In addition to helping these individuals directly, this program helps publicize the Institute and strengthens the goodwill of the community and its willingness to continually fund the ongoing objectives of TVI.

Furthermore, TVI has created training materials for the VITA program that supplement existing IRS publications. These materials are available to be used by other academic institutions, thus extending the reach of the program far beyond the currently enrolled student population of the Institute, and creating a model for future interaction between state and academic institutions.

The final and most significant benefit is clearly to the students themselves. Virginia Gildersleeve notes that "Education is learning some useful skill for the well-being of the community," and this is precisely what these students receive. In addition to learning a real skill in the classroom, they complement that learning with practical experience.

Students keep VITA centers open six days per week during tax season. In the course of their volunteer time, they encounter tax returns with more real-life complications than the classroom could ever replicate. They also gain experience in working under pressure and providing customer service to a diverse population, serving approximately 7,500 people annually. The students gain confidence from this experience, which they then take with them into their careers.

They also gain an appreciation for the rewards of helping others. I am flipping through a scrapbook compiled by VITA student volunteers. In every picture, evidence abounds that these are students with busy schedules and active lives. Textbooks and backpacks lay open next to computers, and people's children often sit by their side.

The pages are littered with thank you notes from patrons, previously afraid to find out what they might owe, who learn from VITA volunteers that they qualify for the earned income credit and will be receiving a substantial refund. There are pictures of elderly customers hugging students or returning to deliver plates of cookies several days after their taxes have been completed. One student has written under her picture, "I can't get you the stars from the sky, but I will get you a refund."

Education, at its noblest, does more than impart a skill. It teaches a person to live as a productive member of a civic community. VITA volunteers often complete more than their required service, and come back in future years to volunteer additional time. The Albuquerque Technical Vocational Institute's VITA program offers students a concrete way to put their knowledge to use to make their community a better place to live. If this exemplary initiative isn't the hallmark of that higher education should be, I would be hard pressed to say what is.

Bristol Information Technology School (BITS)
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Bristol Community College (BCC) received a three-year $250,000 grant from *Microsoft*® Corporation and the American Association of Community Colleges in February 2000 to establish the Bristol Information Technology School (BITS)--a three-year joint project between BCC and five business partners--to promote workforce development in southeastern Massachusetts. The project targets 75 minority and disadvantaged students over three years for three distinct IT programs, leading to national certifications in A+, Novell Network Administrator, and Windows 2000 Administrator programs. Through this program, the College is able to address the "digital divide" problem in southeastern Massachusetts.

BITS is a program within the Computer Information Systems department at the College. The program uses a holistic approach to achieving student success, including developmental work, mentoring with business partners in the community, a summer immersion program to strengthen the students' academic skills, and support such as clothes and transportation vouchers to assist the students with the juggling of work and family commitments. Many community college students face many obstacles to a successful college experience. One of the major incentives of the grant is the loan of desktop computers to students for home use during the one-year program.

The Program Highlights

- The program is designed to help minority students and members of disadvantaged groups enter the Information Technology (IT) field. It targets students who would not have otherwise entered the computer field. The Program is premised on the project director's idea that efforts should be made to train U.S. workers for jobs in the IT industry, in addition to issuing H-1B visas to attract foreign workers to work in the IT industry.

- The Summer Immersion Program (SIP) initially a 10-week program (now 12-weeks) is designed to help the students with developmental work, learn about the computer industry, and work cooperatively.
- The program uses a cohort model to encourage students to take courses, work, and learn collaboratively. The students come in as a cohort during the Summer Immersion Program and take at least one class every semester as a cohort during the academic year.
- BITS students receive financial support to purchase computers for home use and upon the completion of the program they may purchase the computers for $200.
- BITS students are matriculated into the BCC Computer Information Systems Associate of Science degree program.
- BITS graduates are required to take and pass certifications in Novell Network Administration, A+, or Windows 2000 Administration or a combination of two.

Student Recruitment: Several community agencies and secondary schools were contacted about the Program and they in turn referred students for the Program. Five orientation sessions were held at the College, which attracted over 70 potential students. A total of 45 students completed the application forms and 20 students were selected for the 2000-2001 cohort. Applicants to the BITS program were required to complete an application for admission to the College; a financial aid form to meet the income eligibility requirement; undergo placement tests in reading, writing, and mathematics; write a short biographical essay; and submit a letter of reference. The Program targets students who have not taken any computer classes. Each prospective student is required to meet with one of the BITS supporters for a face-to-face interview prior to acceptance into the Program. The ethnic backgrounds of the 2000-01 cohort are: Asian Americans (2), African-Americans (2), White (8), Portuguese (3), four (4) students checked off multiple ethnic backgrounds, and one (1) student did not indicate any ethnic background. Of the twenty students accepted into the program in June 2000, 10 were women and 10 were men.

Curriculum: During the 2000 Summer Immersion Program the students took four courses (College Reading and Learning Strategies, Introduction to Business, Introduction to Algebra, and Introduction to Computers). Workshops on resume writing, time management, math anxiety, and lectures about jobs in the computer field were given during the summer. In addition to classes and workshops, various social activities were held out-of-class to maintain a spirit of concord among the students, faculty, and staff. Maintaining the cohort model is the cornerstone of the Program. In fall 2000 and spring 2001, all BITS students were required to take two computer classes and one to three general education classes upon approval of the Project Team. All BITS students were required to take an Operation Systems and Hardware class in the fall in accordance with the cohort model and in spring 2001, the students were enrolled in a Cooperative Work Experience seminar as a group.

Business and industry support has been tremendous. The business partners provide mentoring, Co-op, and internship opportunities in addition to curriculum advice. The Chairperson of BCC's Board of Trustees is one of BITS business partners and is one of its champions. Thirteen (13) different companies, in addition to the original five business partners, provide mentors for the BITS students. The mentor companies range from a small computer service company to a large service bank. This spring 2001 the BITS students are placed in either paid or unpaid cooperative education positions in locations such as a credit union, a local municipality, educational computer labs, and small computer stores.

Program Outcomes: Eighteen (18) out of the 20 (90 percent) of the students completed the Summer Immersion Program with each student earning a grade of "C" or better. (The goal of the grant was to achieve 85 percent completion rate after each semester.) Two students were dropped from the program due to low motivation and poor academic performance. They were advised, however, to take additional developmental education classes and to continue their education at the College. Computers were installed in the students' homes; free Internet service was provided; and the students, faculty, and project staff were all signed onto a listserv.

At the start of the fall 2000 semester, all 18 students who completed the Summer Immersion Program were enrolled in two or more classes. Two of the BITS students are now employed at the College as college work-study students in computer labs and two are working in faculty offices. This spring 2001, 15 students (83 percent of the fall 2000 completers) are still enrolled in the BITS program. The other three were dropped from the Program (not from the College) for poor academic performance and poor attendance. This exceeds the statewide community college semester-to-semester average completion rate of 75 percent. Other Colleges can easily adopt the BITS Program as a model for educating disadvantaged students for the IT industry.

AutoCAD Web-Based Seminars
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With eyes to the future, and the next generation of training becoming more prevalent, Central Piedmont Community College—Corporate and Continuing Education Department's AutoCAD Program developed a series of live instructor-led 90 minute web-based seminars. These seminars are offered to the public and were specifically designed to enhance, rather than replace, the conventional classroom instructor-led AutoCAD classes.

CPCC has an excellent partner in-house known as the College Without Walls (CWW). The staff members were available to assist with technical development of the web-based seminar. They offered invaluable advice on selecting software/hardware components, assisted with setting up a static IP address, and conducted "test runs" to ensure quality. Autodesk Inc. and Placeware Web Conferencing Solutions participated as Internet hosting vehicles.

The initial offering was titled, "AutoCAD Dimensioning Tips and Tricks," and was offered free of charge as a way to not only test market the interest in such training but, to do so without heavy expectations of students. The Program Coordinator and a part-time AutoCAD instructor developed the seminar content based on topics that were not documented in class courseware, tips not offered during class due to time limitations, and techniques that typically evolve out of heavy software use. We chose to conduct the training using Microsoft's NetMeeting software and AutoCAD 2000. The only hardware requirements were a microphone for the instructor and a sound card for all participants.

NetMeeting is automatically installed on all computers that use the Windows operating system. This choice meant a large portion of our market did not need additional software to participate, and no startup costs were incurred on our end. The seminar was setup in our system as a typical class that students could register for. Our registration process requests, among other things, an e-mail address. On the day of the event, all registered students received an e-mail that outlined connection instructions, offered technical assistance contact information, supplied them with our static IP address and necessary password. All that was left was for them to sit back and relax while the instructor conducted the training. The seminar consisted of a prepared PowerPoint and AutoCAD demonstration. At the conclusion of the seminar, the instructor responded to questions that were posted on the Chat portion of NetMeeting. The Program Coordinator's e-mail address and Internet Homepage were given as resources for additional training needs.

This delivery mechanism gives our customers an alternate way to take courses, allows customers opportunity to explore a single topic in detail, helps identify other needs of our students, and increases our market awareness.

Results from conducting this training include: enhanced relationships through partnering, development of reusable content for future web-based seminars or instructor-led training, increased awareness of technology, and a customer base of students who may not want or need a complete instructor-led course.

This initiative can be easily adopted/adapted by other colleges and institutions for similar training programs. The need can be determined by asking students and/or instructors about topics that they would like to spend more time on in class, but can't. The Internet is proving to be a valuable resource for training, although, it may never completely replace the classroom environment. Successful models exist and thrive.

Dental Hygiene and the Navy: Sharing Facilities, Sharing Patients

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The College of Lake County (CLC) has developed and implemented a new dental hygiene program, which not only meets State of Illinois and American Dental Association quality and accreditation standards, but also leads the way in innovative and creative educational settings and partnerships.

The CLC Dental Hygiene Program provides a full-time educational opportunity to district residents by offering a career program in the dental field. The program's mission is to fulfill the needs of Lake County and neighboring areas for highly trained and well-qualified dental hygiene professionals. Additionally, the goal of the program is to meet the needs of district dentists for well-trained dental hygiene professionals and the needs of students who desire to achieve employment in a health care career. The program mission and goals are achieved

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by offering a two-year, fulltime, seventy-eight credit hour dental hygiene program. The program encompasses a state-of-the-art curriculum, which includes many unique areas of study. The innovative initiative of this program, however, comes from the unique partnership between the College of Lake County Dental Hygiene Program and the United States Navy, Great Lakes Naval Recruit Training Command in Great Lakes, Illinois. This collaboration marks an academic program that is not only innovative but also resourceful.

The college and Naval Training Command have joined forces to lend unique academic experiences to both dental hygiene students and Navy staff:

- The dental hygiene students and faculty utilize the Naval Dental Center's modern facilities for all pre-clinical, clinical, and radiology academic experiences.
- The students learn fundamental dental hygiene skills and instrumentation on dental manikins. As they continue through their education, they perform dental hygiene treatment and therapy for Navy recruits.
- The Navy recruit population treated by the CLC Dental Hygiene students is unsurpassed by any clinical experience that could be duplicated on a traditional community college campus. The Navy recruit population lends a sample of dental health and disease found throughout the entire nation. The students experience and treat oral pathology and periodontal conditions from all demographic and cultural backgrounds, many of which are not traditionally found in the Lake County area.
- Another unique feature of this collaboration is the opportunity for student experience in specialty clinics. The dental hygiene students rotate through specialty clinics such as Oral Diagnosis, Oral Surgery, Periodontics, and Endodontics. The CLC students participate in designing and implementing treatment plans beyond customary dental hygiene responsibilities and experiences found in traditional community college dental hygiene programs, where access to these types of specialty clinics is limited.

An unexpected benefit of the partnership has come through the enthusiasm and positive feeling from students, faculty, and Navy staff toward quality care and academics. The experience has brought a fresh outlook toward life-long learning, training, and sharing of talent and knowledge by Navy dental staff. The Naval Dental Center staff members work very closely with dental hygiene faculty to create a positive learning environment accompanied by creative and innovative learning experiences for the dental hygiene students. Faculty and students participate in dental staff training sessions, recruit ceremonies, and enrichment experiences.

Not only has utilization of Navy resources and facilities generated an exceptional learning environment for the students of the dental hygiene program, it has also demonstrated the college's resourcefulness and responsible resource management to the community. Traditionally, dental hygiene programs in a community college setting are very costly, with much of the cost being labs and clinics, equipment, supplies, and clinic staffing. The College of Lake County has capitalized on the economic benefits of utilizing established Navy facilities off campus to meet all of those needs.

The College of Lake County's partnership with the Great Lakes Naval Recruit Training Command is an example of academic institutions and federal agencies working together as a team. Success of this collaboration demonstrates a unique academic experience for students, academic enhancement and refreshed ideas of

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dental staff and college faculty, and the opportunity to provide quality care to the men and women who serve our country. As a model, this partnership suggests that other community colleges might investigate utilization of military health facilities, both as sites for clinical programming and as sources for clinical patients for student experience and learning.

CAD/CAM 2000 Grant Project
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Initiative Overview

The CAD/CAM 2000 Project was initiated during the spring of 1999 when CCBC identified an U.S. Department of Labor grant opportunity. The grant opportunity invited training providers to submit proposals for the development and delivery of a "Dislocated Worker Manufacturing Technology Project." The CAD/CAM 2000 Project is a set of six-month, intensive occupational skills training programs offered at the Catonsville Campus of the Community College of Baltimore County (CCBC), which promotes career training in Computer Automated Manufacturing (CAM) and Computer-Aided Design (CAD). The Project was initially funded through a United States Department of Labor grant program, which was designed to remedy a dire skilled labor shortage in the manufacturing industry. The resulting project has proven to be a partnership model, both internally and externally.

Externally, the college capitalized on an existing relationship with a regional manufacturing trade association and others to develop learning outcomes as well as curriculum plans for a Computer-Aided Design Drafter training program and a CNC Machine Tool Operator training program. Internally, the college's Continuing Education Division's Occupational Training Center and the credit Division of Applied Technology entered into a partnership for the supervision of the CAD/CAM grant. To enhance the workforce development initiative and expand course offerings, they share administrators, faculty, equipment and facilities.

External Partnerships

The Regional Manufacturing Institute (RMI), a metropolitan Baltimore trade association of 350+ manufacturers and associate businesses, swiftly assembled a working group of two dozen members. They brought important stakeholders to the table who spearheaded a survey of industry members and determined which occupational skills were in most demand within the region, and what skills, therefore, should be taught through the program. Additionally, the RMI, under contract through the grant funds, has developed an e-mail-based survey system which has served to be an electronic tool to keep the program's curriculum content current. Further, these businesses participate in the delivery of the training program on a weekly basis. They advise administrators and instructors in the following areas: 1) Provide site visits for students to see manufacturing processes in a real world context, 2) Donate supplies and materials for use in

student projects, which helps to keep costs low, 3) Refer students into the program, and 4) Participate in "mock interviews" as students prepare to enter the workforce. Finally, but perhaps most importantly, the RMI network has provided a loosely orchestrated "employer committee" which interviews and hires the students who complete training.

The second highly important external partner in the development of the CAD / CAM 2000 project is the Baltimore County Office of Employment and Training (OET). The OET's primary responsibility within this partnership has been to utilize its network of Unemployment Offices and Job Developers to refer students into the program. This function has extended beyond the county's jurisdictional boundaries to the point where the OET has actively promoted participating within the training program to job developers in neighboring jurisdictions. The OET has arranged for training program staff to participate in Job Developer staff meetings throughout the region for briefings on the nature of the training, and the careers unemployed clients would be prepared for. They have also promoted tours and open houses at the training site to give their staffs and their clients a better understanding of the program and the manufacturing industry in the year 2000/2001. Additionally, the OET has lent its considerable experience in federally managed M.I.S. systems management to training program administrative staff.

On a daily basis, training program administrators and instructors communicate with or interact with representatives of both the RMI and the OET for the delivery of the CAD/CAM 2000 project. Other external partnerships supporting the CAD/CAM 2000 project include labor organizations, the Department of Social Services, the Bureau of Corrections, Economic Development agencies and numerous non-profit, community-based or faith-based job-counseling organizations.

Internal Partnerships

While external partnerships greatly expand an organization's effectiveness, we tend to overlook the need to enhance internal communications and relationships when managing programs or bringing new projects online. The Community College of Baltimore County is a multi-campus college system serving one of the country's fastest growing populations. Its Continuing Education Division had many years of experience in delivering real-time instruction in numerous formats for industry clients. The CCBC's credit division had, for many years, delivered credit courses that lead to Journeyman's Papers or Associate of Arts Degrees. The two divisions have shared technical lab space but did not regularly share curriculum.

Through the CAD / CAM 2000 Project, the divisions not only began sharing curriculum, but their coordinators and instructors developed curriculum together. In fact, there are credit as well as non-credit instructors teaching in the training program. The coursework is primarily non-credit and a certificate is awarded at graduation; however, administrators are working to identify the credit value of courses completed so that college credits may be awarded for students who wish to earn additional certificates and/or degrees.

Record of Success

- 89% completion rate — With a significant counseling function, program staff invested a great deal of time and energy, prior to enrollment, to guarantee that students involved in training understand the skills they are to learn and the positions they will be placed in when they graduate from the program.

Counseling continues after enrollment, through the training period, to build strong work ethics and reliable employee traits. With these functions in place, the program has experienced an 89% completion rate for all training program beginners.

- 100% placement rate — Due to a strong working knowledge of the training program, and as a result of the relevancy and the quality of instruction delivered, 100% of the program's graduates have been placed in career-oriented positions.
- $13.03 starting wage — When the RMI began hosting occupational skills identification meetings, the industry members involved projected the average starting wage to be $12.00 per hour. The actual starting wage being earned by the program's graduates is $13.03.

Offering IT Certification Preparation Courses
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The Need

In the late 1990's in the information technology field, certifications in IT training became more important in industry than college degrees. Bill Gates began offering certifications by exam in Microsoft software, and this trend spread to other areas like Cisco, Novell and CompTIA. Employees began coming to Edison Community College asking for classes that would prepare them for these exams because they wanted to either enter the IT field or progress in it. High-priced, for-profit companies provided training, but they catered to the fairly sophisticated IT worker's learning needs. The "forty hours in one week" training format did not meet the needs of the inexperienced worker, so our opportunity to offer IT certification training classes in a different format was created.

The Solutions for Customer Service

The first thing we did was to contact Microsoft and later Cisco to partner with them to offer classes. We were required to use their curricula and instructors certified by them. No longer did our usual teaching qualifications at Edison, a Master's degree, matter. Microsoft set the rules on how many hours per week we could offer training so that we did not compete with the for-profit centers. Cisco required that instructors not only be certified, but attend their teacher training sessions.

In the beginning, workers were intimidated by the thought of taking these classes on a credit basis, so we offered only non-credit preparation courses where no grades were assigned. Yet, many workers needed documentation to show their employers that they completed the course successfully for tuition reimbursement programs. In answer to this dilemma, we assigned grades for these non-credit classes that did not get posted to a transcript, but served the purpose of providing ntation to the employer. Students remained unintimidated.

Because Edison is located close to Wright Patterson Air Force Base, we began to see many veterans who wanted to receive training in the IT field. However, these students found that in order to use their VA benefits, they needed to be taking credit courses that belonged to a degree program. To help the veterans we next worked with our faculty-controlled curriculum committee to create credit courses for these training classes. We struggled with the training vs. education issue. In the end, the curriculum committee agreed that not only could the training be offered for credit, but that Microsoft courses could be incorporated into an option in the Computer Information Technology degree called Systems Engineering. Cisco courses were included in an Internet Technologies degree option.

As a result, students enrolled in the same course as either credit or non-credit based on their individual needs. However, as the non-credit students progressed through the courses and began to contribute significantly at their places of work, they began to be considered for promotion. At that point they found that a college degree was, after all, needed; but all of their work had been done on a non-credit basis. How could we give these students credit for their non-credit training? At this point, we developed a system where students gained college credits if they passed the certification exams. We also used the non-credit grades that students had received and posted them to transcripts for official documentation.

The Solutions for Equipment and Personnel

To accommodate the use of our labs for our certification training, we used removable hard drives in classrooms so that credit classes could be offered during the week and MCSE certification classes could be offered on the weekends.

It was difficult finding qualified people who were willing to teach, so we began grooming the graduates from our own program to be future instructors. To compete with industry for hiring these well-qualified instructors, we needed to pay them more money than our regular adjunct faculty. We accomplished this by paying them under non-credit classes rather than the credit courses.

We charged more money for these non-credit classes than other classes so the profits could be used to pay the instructors and keep the quality of equipment high. When we began offering these classes as credit courses, we had to find a way to attach large lab fees to equal the non-credit fee. We packaged the materials and, at times, the testing fees into the course cost so that students would be able to get reimbursed by their employers for the total cost of the course.

The Impact

Most importantly, the needs of the community were met and students are being served. Now students have a choice in how they can gain IT skills. For example, A+ certification skills are really the foundation in the IT field. Students can come to Edison and gain those basic skills. If they go the training route, they can bring back their certification and translate it into college credits.

Secondly, the number of degrees granted in the IT field soared. In fall 1997 before MCSE and Cisco programs were implemented, we had 2172 credit hours of instruction in the IT field; in fall 2000, we had 3331. The demand for the A+ credit course sections has gone from 4 to 16 per semester in that same time period. We began working with the faculty member in charge of internships to provide students entering the field with industry experience. Often the internship site

simply hired the student at the end of the internship. Graduating students have a 99% job placement rate.

We continue to add industry partners. We have added a testing center by partnering with VUE and have begun working with the Certified Internet Web Masters' Association to begin Web Design training.

The key to success has been cooperation between the college's non-credit training center and the faculty and staff on the credit side. Shirley Moore, Director of IT Certification, who runs these programs has a CAN DO attitude that exudes flexibility and customer service. A recent news article stated that Edison was succeeding in this program because Shirley is constantly looking for ways to better serve students and the community.

Career Power
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The Hispanic Association of Colleges and Universities (HACU) received a 5.5 million-dollar grant from the Department of Labor to operate the Career Power Program through Hispanic Serving Institutions (HSI's) in Texas, California, and Arizona. HSI's are colleges and universities with at least 25% Hispanic enrollment.

The Career Power Program provides a unique opportunity for post employment training for Temporary Assistance for Needy Families (TANF) recipients and the "working poor". Participants who complete the program have increased potential for advancement and self-sufficiency, and the opportunity to gain valuable exposure to the educational environment. Participants may also receive college credits for completing the program.

Training Provides:

- Skills assessment test
- Academic skills training (writing, reading, math, interpersonal skills, etc.)
- GED test preparation
- ESL lessons
- Work skills courses

WIN staff provide:

- Leadership, encouragement by close collaboration and support throughout the program
- Orientation and training for clients on computer hardware and software
- Assistance to clients on developing life and job readiness skills
- A focus on workplace relations, job advancement, attire, employer expectations, and how to cope with personal problems while at work

WIN staff consists of:

- Workforce Facilitator
- Mentor
- Student Mentor
- Account Executive

Benefits to Participants include:

- Upgrade entry-level work skills
- Become more valuable to employers
- Qualify for promotions, pay raises, bonuses and rewards
- Develop new sense of self-esteem
- Open doors to higher education
- Become computer literate
- Earn college credits

Benefits to employers:

- Tailored employment opportunities to meet new employer/employee needs
- Solid occupational skills training
- Detailed tracking reports to monitor participant attendance and progress
- Increased employee retention
- Increased employee productivity
- Improved self-image of participant
- Considerable tax benefits

Currently, the Evergreen Valley College WIN Program has enrolled 55 participants into their Career Power Program. Participating employers include NASA Ames Research Center, the County of Santa Clara Social Services Agency, San Jose Job Corps, Gardner Health Care, the Del Monte Re-employment Project, along with other small business and organizations. Employers allow participants/employees a minimum of three hours per week (paid) for training. Training is typically 12 weeks yet many participants, due to their success, have asked that their training be extended. Employers/Supervisors, seeing such benefits from the program have also asked that some of their employees continue with the training. These extensions are possible as long as there are no scheduling conflicts. Student Mentors meet with participants at least once a week to discuss their progress or issues relating to work. Supervisors are contacted once a month to discuss attendance and progress. WIN staff are available to supervisors at anytime to discuss participant needs.

Participants are tracked for 6 months from the time they complete the program. Of the 55 participants, 18 have already received pay raises or promotions. The current average salary is $12.49. All of the participants have dramatically increased their reading comprehension and writing skills. Many participants have advanced four or five grade levels in a matter of weeks. Retention has also increased dramatically. Ninety eight percent of the program participants remain employed, many of them in higher paying positions.

Florida Work Experience Program
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Project Summary

The Florida Work Experience Program at Florida Community College at Jacksonville (FCCJ) was created with special funding from the state legislature to, "introduce eligible students to work experience that will complement and reinforce their educational program and career goals, and provide a self-help student aid program." FCCJ created a program that addresses the work experience needs for both degree-seeking and vocational students. It gives employers an incentive to hire students for employment while the student is attending FCCJ, allowing the student to work and learn which in turn makes them more employable following completion of their degree or certificate.

Process

Through the Florida Work Experience Program, the College assists students in obtaining community employment that enhances their ability to gain full time work after graduating. Employment opportunities may be at FCCJ or at local businesses. Student salaries are subsidized at the rate of 70% with the employer paying 30% of the wage. For on campus jobs, job descriptions have been written to meet student needs. Students must interview and be selected for each job on a competitive basis. To participate in the FWEP program, a student must be enrolled in an AS degree or vocational certificate program of study of 150 hours or more, and maintain a satisfactory standing or a GPA of 2.0 in that program. The student must also submit a federal financial aid application, to show that the student has an economic need. Finally, the program manager and faculty of the student's department, the FWEP project coordinator, and potential employers work collaboratively to place the student in a paid internship.

To recruit employer partners for the program, employers who are members of the College's program advisory committees were given presentations on this program. The program was also marketed through the Jacksonville Chamber of Commerce. A folder of information was designed and is mailed to any employer requesting information about the program. Additional presentations have been made to the College's program managers and faculty. Coordination with FCCJ's Career Development Centers has given the students a central point of access to gain more information about internships and co-op opportunities. This relationship will assure that more students will have future work-related learning opportunities at FCCJ.

The College already has a higher demand for on-campus positions that this funding supports. The program's first priority is to fund student employment where the work experience gained at the College will be critical to the student's employment in the community. For example, if specific work experience is required for a particular job, the program will fund similar on-campus jobs first. Four areas that show particularly high demand based on the northeast Florida job market are Information Technology, Automotive, Heating and Air Conditioning, and Electrical Instrumentation Technology. Many information technology

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positions are available within the College; jobs in the other areas are developed primarily in collaboration with local industry.

Benefits to Students and Employers

Students clearly benefit from the assistance and support they get in finding a job in which they can work while going to school, and from working in a field directly related to their program of study. The state of Florida requires all AS and PSAV graduating students to do an internship as part of their program of study. In the past, employers have been hesitant to allow these students to be on their property to perform the internship due to insurance and worker compensation issues. By hiring the student, employers can now evaluate the student and possibly retain them as a full time employee after the student has complete their degree or certificate.

Employers also benefit by being able to identify and work with a student in the FWEP program before hiring them as a permanent employee. The employer pays the tuition for the student, knowing that the employer will be reimbursed 70% of that employee salary while the student continues taking classes appropriate to that employer's business and the student's program of study.

There is also a significant pedagogical benefit to students participating in the program. By working in a job that directly relates to their intended occupation while they are still in school, students see the connection between what they learn in the classroom and how that knowledge is applied in the work place. Overall, FWEP is an outstanding template for the creation of a comprehensive internship and co-op program and could be a program that other states adopt for their community colleges.

WAVE Water Bottling Plant
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Project Summary

FCCJ's WAVE Water Bottling Plant is an advanced learning laboratory for the training of industrial electrical and instrumentation technicians in two vocational certificate programs at FCCJ. It is a fully-functioning, automated, computer-controlled bottling line that fills plastic "designer" water bottles, caps them, labels them, and stacks them for packaging, just as real bottling plants do. The faculty of the Electrical and Instrumentation Technology program developed this unique project, with guidance from a very active Program Advisory Committee composed of local and regional employer representatives. This lab is part of the College's program development efforts in Advanced Computer-Integrated Manufacturing that will be showcased in the new FCCJ Advanced Technology Center, now under construction and scheduled for completion by the end of 2001. The competitive award of a State Capitalization Incentive Grant provided funding for the project. The water bottled by the students under the WAVE Water label (showing a

modified version of the FCCJ logo) is just a by-product of a high tech learning experience, but can be distributed at meetings, fundraisers, recruiting events, and other venues for increasing public awareness of and interest in the program.

Industry Demand

The First Coast Manufacturers Association (FCMA), representing over 150 manufacturing employers in Northeast Florida, reports that automated, computer-controlled manufacturing processes are in use by a growing number of firms. Entry-level and ongoing training for operators, maintenance technicians, and supervisors is needed to maintain these firms' competitive advantage in using state-of-the-art manufacturing technology. Technicians need increasingly sophisticated skills in working with a wide variety of process control technology and robotics systems to stay current with the field. The automated bottling equipment provides training on programmable industrial controls integrated into a sophisticated system producing a real world product. Graduates of this program are in high demand in a variety of industrial and manufacturing work environments.

Business-Education Partnerships

A Program Advisory Committee composed of representatives of area manufacturers assisted with the design of the water bottling lab and continue to provide input into the curriculum. A number of these employers have developed partnerships with FCCJ to provide upgraded lab equipment, internships and work-based learning opportunities, and assistance with recruiting and marketing efforts. Several employers are also working with FCCJ to provide customized training for their current employees in the water bottling facility. FCCJ's program assists employers with all aspects of workforce development, from recruiting and initial assessment of potential employees, through training of new workers and continuing education for incumbent workers.

Vocationally Relevant Pedagogy

Ever since the SCANS (Secretary's Commission on Achieving Necessary Skills) report, educators have known that employers want workers who, even at the lowest levels of the organization, can solve complex problems, work in teams, and apply their knowledge and skills in unfamiliar situations. Yet both vocational and college credit programs continue to overemphasize pedagogical approaches that do not develop these abilities. Vocational programs often tend to focus heavily on training for discrete tasks and steps in a job process, often in a single problem environment, not allowing for transferability of learning to novel problems. Courses in degree programs, on the other hand, tend to focus heavily on theory, presenting abstract concepts with little discussion of real-world applications. Knowledge in college credit classes tends to be presented in a decontextualized manner, while knowledge in vocational classes is assumed to be developed through practice.

Students in FCCJ's electrical and instrumentation technology programs participate in team-oriented, project-based learning activities that require them to synthesize their knowledge and skills to solve complex and unfamiliar problems with real-world applications. The WAVE Water Bottling Plant in particular is designed to provide these kinds of experiences. Students must react to real equipment breakdowns, perform real systems checks, install real replacement components, and conduct other activities needed to keep the plant operational.

They cannot simply memorize steps or look up the answer in a textbook or manual, though they do need to know how to access these kinds of resources to help them solve problems. Activities such as these develop both conceptual knowledge and skills in an interdependent manner, with one informing the other. Employers know that graduates of these programs have the experience and skills they're looking for.

Student Success

Currently, over 700 students are taking part in programs that utilize the WAVE Water Bottling Plant in laboratory activities. The programs have been effective for students with a wide range of backgrounds and academic abilities, and there have been many success stories of students coming from disadvantaged backgrounds, welfare, or even homelessness, completing the program, and entering the workforce in a well-paying job with opportunities for advancement. Students are more motivated by the realistic learning environments and work-related nature of the curriculum. Employers are pleased with the skill level of program completers, and their ongoing input into the program ensures that it stays current with fast-changing industry needs. The program is competency-based in the sense that students must demonstrate hands-on competency in required skills in order to progress through the program. Students receive ongoing support from the instructional staff, all of whom have many years of industry experience, to ensure that they are successful. The WAVE Water Bottling Plant is the focal point of these programs and provides an opportunity to engage students in real-world activities that test their understanding and demonstrate their accomplishments.

NASA/Ames And Private Sector Internship Program
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This grant-funded program started in 1970 as a partnership between NASA/Ames and the Foothill-De Anza Community College District (District). NASA was in need of trained machinists, medal fabricators, and model makers to work on research aircraft and provide hardware support for various space shuttle missions. The two colleges provided the classroom instruction and the faculty to coordinate the students work experience at NASA. NASA provided office space for program staff, onsite training for the students, funds to support learning stipends for the students and all salaries and operational costs of the program. From its inception an annual NASA grant plus funds generated from work experience agreements with private companies have supported all program costs.

Over the years, as the emphasis and responsibilities at NASA/Ames changed, the internship program grew, and evolved. Each NASA Center is assigned a major responsibility to implement NASA's goals related to space and earth science, biological research, human exploration and development of space and aerospace technology. With the change in responsibilities, there was a shift in the kinds of experiential internships offered at NASA/Ames. The majority of internship positions are now in areas that support astrobiology, information technology, and

aviation operations systems. The program is designed to raise students' level of confidence and competence through hands-on experience in a chosen major or field of interest, expand their knowledge of career options, and provide valuable work experience for future job reference. The program serves an average of 140 interns a year. Students applying to the program go through an application, prescreening, and interview process. Students accepted (hired) begin a one-year internship, working 20 hours a week during the school year and 40 hours a week during the summer. Students may extend their internship an additional year. All interns are hired as student employees of the District, with their work experience taking place at NASA or at one of the companies we have work experience agreements with. While participating in the program, student interns must enroll in 4 units of cooperative work experience and 5 units of academic coursework each quarter. Approximately 60 percent of the students plan to transfer to a four-year college or university after completing their internship. Other interns, many of whom already have degrees, are looking for an internship that will provide them with training and experience in a new career field.

As the civil servant workforce at Ames declined the program initiated work experience agreements with the major contractors at Ames including Lockheed Martin Space Operations, Recom Technologies, and Raytheon Aerospace. This opened up additional internship opportunities for students, particularly those who did not have U.S. citizenship. As the reputation of the NASA internship grew, program marketing was expanded to include internship opportunities for students at local companies in the Silicon Valley. Apple, NEC Electronics, SETI, SRI International, C-Cube and The Inprise Corporation are some of the companies we are working with. Because the NASA grant does not allow funds to be used to purchase equipment, the funds generated through the work experience agreements with NASA contractors and private companies have been used to purchase furniture and equipment for the program office.

Students participating in this program have had exceptionally unique internship opportunities at NASA. For example, interns have worked directly on projects related to compact sensor systems and transmitters. One of these devices can monitor the condition of a human fetus and measure the health parameters of humans and animals in space. Several interns have worked with researchers to develop and improve the composition of tiles used on space shuttles. Students majoring in psychology have interned with NASA scientists conducting research related to human-machine interaction to enhance aviation safety, reliability and performance. Several interns have supported research to eliminate nausea in space. Computer science interns have helped develop neuralnet software programs designed to help a damaged aircraft adapt and keep flying long enough for the pilot to land it. Engineering interns have worked on robots and rovers intended for use on future mars missions. Other engineering interns have assisted with the building of a human-powered centrifuge, a project essential to the ongoing research to study the effects of microgravity on the human body.

Over the 30-year period, more than 3000 students have completed an internship and, although not the goal of the program, an estimated 350 former interns were hired by NASA/Ames or one of its contractors. Success can also be measured by the percentage of students finding work after their internship, or continuing their course work at the community college, or transferring to a four-year college or university. For example, in a follow-up of 1998-1999 interns, 57% found full-time or part-time work related to their internship, 31% transferred to a four-year college and 34% were continuing either part-time or full-time in the community college system.

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Despite several years of budget cutbacks at various NASA Centers, the Foothill-De Anza program at Ames has continued to be a well-established and highly regarded program. We believe that much of the success of this program is due to the variety and on-going marketing efforts with students, college faculty, NASA personnel, NASA contractors, and representatives from private industry. Keeping current with the various research at NASA and the technology changes and needs of private industry has also contributed to the success of the program especially as it relates to talking with campus faculty and recruiting students. Having on-site faculty coordinators and the program office at NASA has made it easier to promote and coordinate the program. All of these elements could be duplicated in major companies with large campuses or in other federal agencies. In fact, C-Cube has suggested that they would like to provide us with office space at their company as the number of interns they sponsor increases.

This unique collaboration between an agency of the federal government and a community college district is not only a successful partnership but also a model program providing students with unique opportunities to enhance their education.

A Systems Approach to Workforce Development
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Hartnell College's *"Next Step"* project is implementing a new, hybrid model for campus-wide internships linked with Workforce development programming. It is based on two successful, existing programs: the Student Success through Education and Experience program (an off-campus subsidized training program) and the Cooperative Work Experience Program (an internship program).

The project is significantly increasing access to work-site, discipline-connected internships, as well as increasing the number of students in work-site internships. Further, it's meeting employer needs for better-trained, prepared students able to enter the workforce. This new model also supports expanding the number of disciplines that use internships in the curriculum, tightening linkages to employers, delivering new program information, and training to faculty, and linking the internship program with all other work-based learning activities and programs on campus. The project will result in a transferable model with statewide application.

Project Description

"Next Step" is a systems approach to economic, career, and workforce development. The purpose is to organize and expand business-education linkages by merging businesses' workforce development needs and students' career development needs. This project is uniquely based on the utilization of a matrix management approach, forming cross-functional teams that include instruction (both academic and occupational), student services (with emphasis on career and employment services), staff development, economic development (including contract education), and institutional research. These teams are establishing an

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infrastructure with identifiable contacts and points of access for both employers and students, producing clearly delineated products and services. Activities include market research, coordination of employer services, pre-employment curriculum for students based on business/industry needs assessment, faculty development in the areas of human performance technology, and work based learning, coordination of career and employment programs and services, matching students' career goals with work experiences/internships, marketing and outreach, technology development, and working in partnership with the One-Stop and Secondary Schools through the School-to-Career initiative.

Who: Career Preparation Team oversees the project, including the Vice President of Instruction; Vice President of Student Services; Dean of Occupational Education; Dean of Workforce and Community Development, Program Manager, Community Education; Director of the Learning Skills Center; Director of Career and Workforce Development; faculty and counseling staffs.

Why: This systemic approach to Economic, Career, and Workforce Development was launched for three reasons. First, as with many labor markets, there is a skills gap between employer expectations and employee performance. A local survey indicated that this gap closely resembles the performance gap found nation-wide, re: SCANS competencies. Second, an integrated systems approach to Economic, Career, and Workforce Development allows the College to reduce duplication of effort, leverage resources, and clearly delineate consistent points of contact for students and the business community. Third, the college is in a rural setting with a large geographical area to cover and a limited number of experts in human performance and business development. The use of technology coupled with faculty professional development allows Hartnell to service a larger student/employer area.

Project Goals

- Provide leadership for Economic, Career, and Workforce Development by establishing shared governance teams that integrate education, training, and career services, resulting in an infrastructure for the promotion, delivery, tracking and pricing of programs to businesses for training and development including work experience and internships for students.

- Develop the infrastructure for the institutionalization of career development and work-based learning by creating a strategic and operational system that includes 100% of the key campus stakeholders.

- Increase ease of business access to the college's services through clearly delineated programs, services, contact points, and a campus-wide unified marketing plan.

- Increase organizational capacity to deliver high impact business services through a faculty professional development program in human performance technology and work-based learning.

- Increase business contacts and contracts for education and training, work experiences/internships, curriculum development, and business development.

- Design and implement program outreach, information, and referral services with the potential of reaching 80% of the District's population/employers.

- Increase organizational capacity to track employer/student placements in career related employment, internships, and subsidized training.

- Connect employment services and work-based learning through four functional areas: on-campus employment services, instructional programs, work-based learning programs, and staff development.

- Link work-based learning and instructional programs by creating an operational model that can be applied to the College's academic disciplines.

- Design self-paced, web-based pre-employment and preparation skills curricula that can be applied to the College's academic disciplines.

- Increase organizational capacity to deliver career and employment services to students through a faculty professional development program in web-based curriculum development.

- Integrate work-based learning opportunities, pre-employment curriculum, in-service training, and outreach for ESL and remedial students.

Program Operation

The project is coordinated through the Work Skills Committee and the *"Next Step"* Committee. These committees have cross-functional representation from both the College's Career Preparation and Economic and Workforce Development Teams. The Work Skills committee focuses on business development, whereas the *"Next Step"* Committee focuses on student development. The efforts of both these committees are further carried out through action subcommittees that meet as often as needed to complete their annual objectives. There are eight Action Sub-Committees. These include: (1) Infrastructure Development; (2) Connecting Employment Services and Work-based Learning; (3) Linking Work-based Learning and Instruction; (4) Developing Pre-employment Work-based Curriculum; (5) Technology (including infrastructure development and web-based training); (6) Faculty Professional Development for Capacity Building; (7) Outreach; and (8) Marketing. For example, the outreach committee has just completed a business brochure that outlines all the programs and services offered to business (i.e. performance assessment, contract training, career and employment services, educational and professional development programs, and small business development). They also completed a brochure for students and a video for outreach to classes.

Project Results

The *"Next Step"* workforce development project is increasing the number of:

- Students participating in major-related work-based learning experiences, particularly underrepresented and disadvantaged students;
- Students acquiring pre-employment skills and competencies;
- Faculty integrating work-based learning instruction into courses and providing internship opportunities for students; and
- Employers offering work-based learning experiences to students and faculty.

It is also leveraging resources through coordination of work-based learning activities.

Telework Essentials
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Contact Person: William C. Marrs

Teleworking/Telecommuting is performing regular work duties away from the traditional office, usually working out of the employee's home. Telework is predicted to be a strong work force trend of the 21st Century.

Telework Essentials was developed to train employees to be effective teleworkers, and provides training on topics specific to a remote work environment. Training may include:

1. PC trouble shooting
2. Home office safety
3. Remote communication
4. Customer service
5. Basic Work Skills
6. Introduction to the telework environment
7. Ethics of telework
8. Keys to being telemanaged

The current course series consists of seven credit hours:

1.	Windows NT	1 credit
2.	Internet Basics	1 credit
3.	Telework Essentials	5 credits

A certificate of course completion from Heartland Community College in conjunction with a local business will be given to students who successfully complete the above course work. An actual "Telework Essentials" certificate offered through Heartland Community College is being planned which will include the above as well as the following courses:

1. ACSM 101 Discovering Computers
2. BUSN 145 Workforce Preparation
3. BUSN 150 Customer Relations

Rationale

Teleworking/Telecommuting is becoming a viable option for employers to attract and retain employees in a tight labor market, i.e., turnover is near zero for teleworkers, and it improves an employer's ability to attract nontraditional employees (persons who have disabilities, house wives/husbands, older workers, dislocated workers, and otherwise mobility impaired individuals). Other tangible benefits for an employer are increased productivity, reduced office space requirements, reduced absenteeism, and decreased stress among employees. It is essential to train people how to work effectively for employers in a remote work environment. This program promotes telework to employers as an alternative work arrangement, and will help create an employee pool for local companies and businesses.

Teleworking is attractive to individuals because it allows for increased workplace flexibility, increased work/life balance, reduced expenses associated with commuting, reduced stress, and improved ability to concentrate on work assignments—*with the proper preparation and training.*

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The course series was offered at Heartland Community College in the Fall 2000 semester. Eight students successfully completed the course. Adjunct faculty from two area businesses conducted the courses using a combination of lecture, lab, and online instruction. The courses met for 13 consecutive Saturdays with a couple of additional evenings for orientation.

The same instruction is currently being offered on Saturdays only during the Spring 2001 semester.

The project during the fall semester was funded from several grant sources. The spring program is offered without special support of any kind.

Preliminary Findings

The targeted market for the first series offering of this course was to those with physical challenges that make the "typical" workplace a near impossibility. The response of the community to some publicity on the program has attracted a much broader audience. The central theme of working from home with existing technology support applies to almost every job category or career pursuit.

The job market for is expanding rapidly for those with exceptional skills to perform clerical tasks from home. Employers, from our brief contacts, are not prepared to extend their telecommuting operations much past the clerical or upper-level management.

The same course material has broad applications across all organizational structures. Managers can benefit from the courses as well as all categories of workers. The differences are in how to apply the skills learned to work production or work supervision.

IVCC WorkWays
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Contact Person: Mary Lou Meader

The approaching implementation of the Workforce Investment Act prompted Dr. Jean Goodnow, President of Illinois Valley Community College, to form an internal workforce development team. She invited representatives from faculty, administration and staff to form a task force in Workforce Development requesting that the following three questions be addressed:

- What should be the primary IVCC mission for Workforce Development?
- How do we organize the components of Workforce Development that we currently have at the College?
- What implications does the Workforce Investment Act have for IVCC?

The fourteen-member team agreed to meet weekly for forty-five minutes. The purpose of the IVCC Workforce Development Team is to define, organize, and [illegible] IVCC services relating to workforce development.

As we began the process of identifying and organizing campus resources, we found ourselves making many repetitive lists. We needed an internal tool to help us with reporting activities, promoting our resources, and identifying duplication of efforts. Our solution was a shared database that could be accessed from many points on campus. Each department listed resources related to workforce development, and they were categorized as services, outreach, assessment tools, information, equipment, or events. Each resource was further categorized as one that served the needs of emerging, entrepreneurial, transitional, or incumbent workers. And each was identified as a core, intensive, or training service.

The database was created using Microsoft Access. After the initial data were entered, people from various offices received training to input and update data. Data entry standards were developed to help us maintain consistency. With this database, we have the ability to list our services as needed. For instance, we can quickly create a list of all core services for transitional workers.

As this catalog of IVCC's workforce related services was being finalized, members of the team volunteered to form a subgroup to draft a booklet that would provide an overview of those services and would promote IVCC's workforce development services. Until Dr. Goodnow established the Workforce Development Team, there was no concept on campus of the significant number of workforce-related materials, courses, services and assessment tools available. Organizing the information to match the goals and information needs of workers and students was a basic problem, which the subgroup approached by brainstorming potential needs of those who would use this booklet. The four categories of emergent, transitional, incumbent, and entrepreneurial emerged as the most logical, both to help workers to identify themselves and to help IVCC staff provide guidance. The full team was consulted at each weekly meeting before the subgroup proceeded, and the four categories were translated into simpler phrases and questions to communicate clearly with users. Because IVCC is located at the intersection of two interstate highways, a highway theme was adopted and the term WorkWays emerged. The four categories became *First Real Job, Career Detour, Time for a Tune Up,* and *Paving Your Own Lane.*

As the booklet sub-committee was organizing this material, the IVCC annual Job Fair was approaching. The Workforce Development Team decided that participants at the fair should be informed about the breadth of services the College could offer them. To meet that short-term goal, each office and department that provided workforce services was asked to draft a one-page summary of its services, and the material was compiled into a document.

After the IVCC Job Fair, each office or stakeholder was again contacted, asked to provide frequently asked questions (FAQs) and answers, and asked to revise or update their information they had provided earlier. With those FAQs and revisions in hand, the subgroup drafted the booklet and submitted it to the full team as well as other stakeholders to review and revise. The final 24-page, four-color booklet uses the intersection of the highways with four exit ramps showing the categories and a reference to JOBS. The title is *IVCC WorkWays* and the slogan is "Resources for Your Worklife," a variation of IVCC's slogan.

Progressive marketing of the WorkWays concept is necessary for the successful and effective service delivery. Again, a subgroup of three volunteered to develop a marketing plan. This four-phase plan focuses on external public awareness and internal communication. The phases include: identification, roll-out,

implementation, and continuous reinforcement, all which integrate technology, newsprint, television and radio campaigns for informing the public about workforce development services.

The WorkWays message is targeted to specific groups and uses a different format to reach each group. For instance, formal PowerPoint presentations play an important role in informing public stakeholders and employer partners of the comprehensive structure of WorkWays and the collaboration it represents. Feature articles, radio, mass distribution of brochures, and community informational sessions target the public-at-large. Informational presentations and PowerPoint slide shows displayed on monitors placed in strategic locations target students who attend on-campus classes. WorkWays booklets are available throughout the main campus as well as the two local One-Stop Centers, a kiosk at the local mall, and plans exist for an extensive WorkWays Web site. Staff development and training programs are held to assure internal strength in communications and service delivery. Overall, the marketing plan—especially through its continuous reinforcement phase—is designed to assure that all individuals needing assistance can access services quickly and efficiently. It is also designed to ensure that the WorkWays concept has a life extending well into the future. It is evident, by the volunteerism among the Workforce Development Team, that people think this work is important. Three IVCC departments have co-located and redesigned the One-Stop satellite on campus with this WorkWays theme. A third subgroup of the team volunteered to look at IVCC processes as they are encountered by these four target groups of workers. This subcommittee will bring to the full team recommendations for further evaluation or changes needed in these processes.

The motivation behind the volunteer subgroups of the Workforce Development Team is derived from the standards and requirements outlined in the Workforce Investment Act. Dr. Goodnow is a member of the Local Workforce Investment Board (LWIB) in WIA #12 of the State. Two members of the IVCC Workforce Development Team are also members of that local board. All three IVCC members of the LWIB also have committee assignments. The LWIB information is a point on the agenda of the weekly meetings of the team. This interaction between the IVCC Workforce Development Team and the Local Workforce Investment Board has provided another avenue of communication between the College, area employers and agencies in the communities we serve. Dr. Goodnow's invitation more than a year ago created an IVCC Workforce Development Team empowered to bring substantive change to the delivery of services related to workforce development throughout the College district. These changes promote significant internal and external collaboration, categorization, definition and promotion of services. The coherent message via the Workways logo and document has served to clarify and enhance the services that IVCC provides to local employers as well as to emerging, entrepreneurial, transitional, and incumbent workers in the IVCC district.

Unique Indian River Community College Center Hatches Dot.com Businesses and Employees

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Exemplifying the leading role of community colleges in economic and workforce development, Indian River Community College has worked closely with chambers of commerce, a privately funded economic board, a publicly and privately funded business development board, and county and city governments to develop the only center of its type in the nation. The Technology Development and Training Center is an economic and workforce development model that helps information-age businesses get started, provides up-to-the minute training for computer certification, and offers customized business assistance, attracting high-tech, high-wage industry to the region while assisting existing business. The TDAT Center represents a model that can be replicated with diligently focused economic partners in almost any community.

Workforce development, especially in the technology arena, has become a major national challenge. Recently the National Governors' Association stated that in order for states to remain competitive in the new global economy, states must reshape their economic development plans to assist entrepreneurs. Florida's governor, Jeb Bush, has recognized this challenge and has begun, through an executive mandated technology task force, initiatives to intensify training of technology skilled employees in the state. Local government and business leaders have also recognized this challenge particularly in light of their "desire for a clean, high-tech, high skill, and high wage industry" within the region.

IRCC has responded to this challenging critical issue with the development of the TDAT Center. The Center consists of three integrated elements: the High-Tech Business Incubator, Technology Training Division, and Business/Government Technology Training Division, are designed to address the critical needs of existing businesses to attract and retain qualified information technology employees and serve as a magnet to attract technology-based industry to the region. The integration of these divisions relies on the individual strengths of each. The vision is that each division will foster the expansion and opportunities of the others and that the three-pronged approach will serve as an economic engine for the business community. However, each division, if correctly established, would be strong enough to stand on its own should local conditions dictate that course of action.

The Center has enjoyed numerous successes in its brief history. United States Congressman Mark Foley recognized the Center is "on the cutting edge of something great" and has the potential to become a "dynamic economic engine to Martin County." Since the Center's grand opening in April 2000 seven incubator clients have taken occupancy. The first client took occupancy of their suite less than one month after the incubator's grand opening. The seven businesses employ more than twenty full- and part-time employees and since their occupancy have generated over $550,000 in revenue. This initial rate of client growth is greater than historical averages throughout the business incubation industry.

The Incubator has focused on a technologically diversified set of clients and has avoided inclusion of only e-commerce ventures. This diversity translates into

strength as various sectors within the industry grow and shrink in response to economic factors. The adage warning against placing all of one's eggs in one basket translates very well into the selection of clients for a business incubator.

The Small Business Development Center (SBDC) and the Service Corps of Retired Executives (SCORE), two Small Business Administration funded organizations located on-site, provide assistance for the development and retention of local businesses and entrepreneurs. Together they have provided assistance to well over two hundred entrepreneurs and businesses. Business incubators throughout the country will attest to the benefits of a close strategic partnership with local SBDC and SCORE offices. Partnerships with these types of organizations allow the TDAT Center to offer a broader base of business consultative services.

The Business/Government Technology Training Division has been set on a strong business training organization foundation. IRCC's Business Development Center has provided assistance to many businesses and entrepreneurs through both training and counseling. Business Management training, a comprehensive strength of IRCC's, is also a very valuable element of the Business Training Division. The ability to effectively offer courses such as marketing, entrepreneurship, interpersonal relations, finance, and leadership play a key role in generating and fostering an entrepreneurial environment.

The Technology Training Division has utilized IRCC term based curricula as well as commercially available training to create a dynamic technology education engine within the TDAT Center. Development of a strategic partnership with a commercial training center that can offer short term, Fast Track, training is the key element in accommodating local business needs for quick and effective training for their principals and employees.

The two IRCC training divisions have trained more than eight hundred students since August 2000. Between December 2000 and February 2001, 142 incumbent employees have received industry training in Microsoft Certified Systems Engineer (MCSE), Microsoft Certified Professional (MCP), N+, A+ and Microsoft Office User Specialist (MOUS) certification courses. The Center has also played a key role in increasing the number of post-secondary adult vocational students enrolled in Martin County by 800% during the fall 2000 term.

The Center has also sponsored many business seminars. Among these was a Small Business Innovation Research (SBIR) seminar presented by NASA, a successful SBIR program participant and an expert in minority access to SBIR contracts. IRCC's Business Development Center and SBDC office hosted a free "Lunch and Learn" business seminar series during fall/winter 2000 and will be presenting an "Evening Business Seminar" series during winter/spring 2001.

IRCC has received wonderful recognition for its development of the TDAT Center. IRCC was honored to receive an Industry Appreciation Award from the Realtor Association of Martin County at the Business Development Board's annual Industry Appreciation Luncheon in September 2000. The award acknowledges significant contributions to Martin County's economic and business environment and the contributions of the TDAT Center in particular. The Center received statewide coverage in an article that was published in Florida Trend. The uniqueness of the Center continues to draw attention from community colleges and other institutions as far away as upstate New York.

The keys to ensuring similar successes of a facility like that of IRCC's TDAT Center are many. Strategic partnerships with federal, state and local government institutions, and publicly and privately funded business organizations are a prerequisite. U.S. Congressman Mark Foley played a key role in obtaining NASA funds used to establish the TDAT Center facility. Enterprise Florida, the principal economic development agency in the state, through the Technological Research and Development Authority, provided a substantial portion of the funds used to establish the TDAT Center facility. Local government and business community support is vital to the success of the Center, which directly addresses and responds to community needs.

The JOBS Project
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Contact Person: Susan Deege

The JOBS Project of John Wood Community College is a successful education–business–community partnership. By linking curriculum development and instruction with specific employers, the JOBS project provides "just-in-time" training for employment within specific industries in the community. The project is funded through multiple Illinois Community College Board workforce development grants and in-kind services from the college, community agencies, and area employers.

In 1996 employers were surveyed to determine the skills needed in entry-level jobs. The Knapheide Manufacturing Co. and Blessing Hospital indicated an immediate need for entry-level employees. Both are highly sought after employers because they offer jobs with long-term employment, competitive salaries, and above-average benefits.

The JOBS Project targets participants with employment barriers including one or more of the following: low or no skills, poor work history, felony convictions or a history of welfare dependency. The most frequently self-described barrier is the lack of self-esteem.

Before the JOBS Project, the only short-term programs John Wood offered were an 11-week CNA program and a 16-week truck driver-training program. The JOBS Project was John Wood's first attempt to offer more options of non-traditional, non-credit training that focuses directly on both the problems of an at-risk population being employed in above-minimum wage jobs and working directly with employers to grow the area's workforce.

The first JOBS Project was piloted in Fall 1998 with Knapheide sponsoring the on-site training opportunities. Over 80% of all Knapheide class participants have since been employed by the employer. The program has been, and will remain, an on-going and adaptive program constantly improving its methods. A successful model has evolved with expectations and resource provisions mutually beneficial to all constituents. In general, resources and expectations on the part of the partners are reflected in the following list.

Resources provided by John Wood:

- Pre-screened candidates who become job-ready candidates (no guarantee of employment)
- Soft skills training classes; developmental classes and pre-training tutoring
- Curriculum development
- Funding of instructors and/or compensation to offset employers' hours used for OJT
- Textbooks
- Responsive contact person to work out problems with trainees
- Equipped job candidates—uniforms, welding helmets, transportation, etc. (John Wood and community social service agencies collaborate to provide employment-oriented services as diverse as baby-sitting and dental care)

Resources from the Employer Partners:

- Genuine learning opportunities for inexperienced candidates with employment barriers
- Consultation time required to develop training modules/lesson plans
- Responsive contact persons to work out problems with trainees
- On-site training facilities, with access to appropriate equipment
- Orientation sessions for participants conducted by employer personnel
- Personnel to participate in candidate interviews.

The program's success can best be explained through the words of participants.

"If it wasn't for the JOBS Project, I would still be on welfare, struggling to make ends meet every day. I didn't want that life for my son and me. I was motivated to use the program to get a better job—that's how it works." (Kelly Harrison, Welding graduate and Knapheide Manufacturing Company employee)

"I had low self-esteem...But the JOBS Project made me realize that there were a lot of people out there who needed a chance just like me. It lifted a burden off my shoulders. It gave me hope." (Nancy Epping, Blessing Hospital employee)

"The JOBS Project gave me fresh skills and a chance to be self-sufficient. The whole community has gained. I am a taxpayer, spending money here in the Quincy area and contributing to the economy, and I have my self-esteem." (Bruce Felsted, Knapheide employee; recently chosen as his line's union steward)

"I had always wanted to work with the disabled, but didn't know how to go about it. On-the-job training was much easier because you can put into practice what you learn. By doing the work, you build your confidence." (LaVerne Edwards, state-certified Direct Service Person, Transitions)

The JOBS Project has allowed John Wood Community College to uniquely serve a population too often overlooked. By building mutually beneficial partnerships, we have efficiently and effectively contributed to the area's workforce. Initially, marketing efforts were required to recruit participants; referrals now provide a steady supply of candidates.

The sixth Welding class has just begun (February 2001). The fifth hospital class is forming now, and the second Direct Service Person training is in progress with

Transitions, a large mental health provider that operates several facilities always seeking entry-level workers. An APlus computer hardware repair program is slated to begin in June 2001.

To date, the program has interviewed over 400 individuals to fill almost 100 enrollment positions. Over 20% have had felony convictions, and approximately half have been receiving, or have been recently dropped from, cash assistance.

Since inception, our completion rate is close to 80% and placement rate for completers about 70%. These rates, significantly higher than nation-wide welfare to work results, can be attributed to the full service approach taken by the John Wood staff and employer mentors/trainers. The approach to our adult participants is one of mutual respect and dignity, and it works!

Jean Owsley, Supervisor of Housekeeping at Blessing Hospital, cites the concurrent Job Skills classes held during the time the participants training at the hospital, as crucial to the JOBS Project success: *"They must learn those soft skills, and learn to get along in the day-to-day operations of a business. That is something new for many people who start here."*

Another employer partner offers his support.

"Prior to this training the graduates of the JOBS Project most likely would not have been given consideration by our company. Furthermore, the Quincy area currently has a shortage of weld training opportunities so this program does help meet an important need for companies such as ours and individuals seeking employment in a manufacturing environment." (Jim Rubottom, V.P. Human Resources, Knapheide)

The JOBS Project concept and model could be adapted to serve any community's specific needs or special populations. The JOBS Project has received substantial community publicity and support, and has truly exemplified the "community" in community college.

StarGate Programs
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Lansing Community College has a long history of helping students customize a set of classes into an informal program that, while falling short of a formal college certificate or degree in credit count, nonetheless meets their short-term need for enhanced skills leading to immediate local employment in a more relevant career pathway. The courses then may lead to a certificate or degree at a subsequent time. LCC ran a set of these condensed vocational training programs under the more formalized name of StarGate programs (overseen by LCC's Work First Department) for a pilot group of 25 students in Summer 2000 and is currently conducting a Spring 2001 set of such programs with 36 students. These particular students are clients of local Work First programs and their participation is funded by Capital Area Michigan Works!

Capital Area Michigan Works! is the local Michigan Works! agency that provides funds for Work First programs helping clients attain better jobs and self-sufficiency. Most Work First clients receive TANF (Temporary Aid to Needy Families) benefits from Michigan's Family Independence Agency. Work First policies specify stringent requirements for both programs and clients participating. These include a six-month time limit, a minimum of 30 hours of classroom seat time per week, and a goal that is occupationally relevant and in demand. Participants must demonstrate sufficient progress (2.0 or C level work) in the program. Condensed vocational training (CVT) is designed for people who are not working.

Typically, about half of clients initially enrolled in any condensed vocational training program complete. LCC's results are similar, with 12 of 25 completing a Summer 2000 pilot program and 29 of 36 retained in current spring programs as of February 14, 2001. All pilot program completers (and many of those who did not complete) obtained better jobs utilizing their enhanced skills. The goal of StarGate training is increased wage-earning capacity. The courses chosen are based on discussions with employers and career program faculty with the goal of enhancing immediate employability after completing one intense semester of courses. Often, they qualify the student to serve in an assistant capacity to gain both work experience and a better paying job in their chosen career pathway.

Completers of these programs are attractive to employers because they learn skills required by industry and business. Advisory committees have worked with faculty in LCC's Careers Division to develop occupationally relevant courses and programs. The portability and currency of college credit makes these programs attractive to the client/student. The North Central Association accredits Lansing Community College and all larger occupational areas have been certified by the Michigan Department of Education as required by that department on a regular basis.

In 2000/2001, three semester/sessions are offered: from November 2000 through May 2001, May 2001 through August 2001, and July 2001 through December 2001. Potential participants are referred for these training programs based on the interests and needs of the client from any Work First agency, provided the agency has sufficient budget to cover the tuition and fees. Pre-reading of textbooks, orientation activities, alternative assignments or StarGate Prep classes are offered to select clients/students up to the start date for vocational classes. Potential participants must be capable of reaching LCC basic skill prerequisites prior to beginning program-specific courses.

A large variety of StarGate programs are offered to students. (Recent examples include real estate, interior design, human services, web design, sign language, etc.) However, five StarGate programs are pre-planned and offered as students are qualified and as courses are available: Office Support Assistant, Food Production Assistant, Industrial/Manufacturing Assistant, Corrections Officer Applicant, and Patient Care Assistant.

Other LCC StarGates are available depending on the interests, goals, work experience and educational background of the participant and the needs of the local labor market. Students take classes from a preferred list of courses provided by the academic career program area. Programs are either six months in length (Spring & Fall Sessions) or three months in length (Summer Session), 30 hours per week: Per week: 15-25 hours in class/lab, 10-20 in supported study hall. Students attend all classes along with other LCC students in longer or different

In all but the three-month Correction Officer Applicant program, the first month offers (to the first 20 participants with demonstrated need) up to five credits of up-front "brush-up" basic vocational skills courses. These up-front "brush-up" basic vocational skills courses in reading, writing, computers, and employability skills are offered prior to beginning the program vocational courses in a regular semester or session and are optional. LCC assessments and WorkKeys assessments are not optional and are done before and after training.

The hearts of the programs are the regular LCC classes. The 12-20 credits of vocational courses are regularly scheduled LCC classes and therefore may be held at any time of day or day of the week. (These also are the first month in the three-month Correction Officer Applicant program.) In six-month sessions, additional student development, keyboarding, writing and/or math courses are added to make the required seat time. Participants are provided with books, materials, tutoring, counseling, advising, and other intensive academic support as part of the special activity fee for StarGate study hall.

Actual costs for each student's CVT program vary, but are estimated at approximately $1800.00 per participant. Other forms of financial aid are available for Work First clients/students when they complete StarGate training. However, in special circumstances other LCC students and some Work First clients/students may elect to use Pell Grants or other sources in lieu of Work First funding for StarGate training. There is no expectation that Work First clients/students are to apply for Pell Grants or other financial aid for StarGate training, however costs for tuition and fees will be paid first by a Pell grant before using other forms of financial aid or billing to a Work First agency and may be applied retroactively.

Partnerships For Quality Improvement and World Class Training
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Internationally known Futurist Dr. Joel Barker came to MCC for the first time in June 2000. Dr. Barker is author of Future Edge and introduced the world to the "paradigm shift" concept. Dr. Barker's training videos are the best-selling ones ever. These futuristic videos have been translated into 15 languages. MCC Dean Susan Van Weelden initiated the idea to bring Dr. Barker to campus. Susan and her staff were able to implement the presentation by securing corporate sponsors for this Event. The corporate sponsors included:

- Follett Software
- Chicago Tribune
- Center for Commerce and Economic Development/McHenry County College
- McHenry County Economic Development Corporation
- Manpower
- Althoff Industries
- Dana Brake Parts
- Amcore Financial

Joel Barker's research and material on the Future, on Leadership, on Diversity, etc. have led to many consulting and mentoring arrangements. Some of Joel's most current clients include Andersen Consulting, GMAC, Josten's Learning, Crystal Sugar, Mac Donald's, Motorola, The Nation of Mexico, and the Government of the Bahamas. The June Presentation by Dr. Barker, in the College's Conference Center, was well received by the 285 people in attendance. Dr. Barker presented his newest research on Lessons Learned (Leadership/Future) From Eco-systems. Dean Susan Van Weelden drove Dr. Barker from his Elgin Hotel to the MCC campus. During the ride, Susan proposed a partnership between Dr. Barker's Company, Infinity Limited Inc. and MCC's Center for Commerce and Economic Development. The discussion resulted in an exclusive partnership based on Mutualism. Dr. Barker agreed to return to MCC in December for a three-day Train the Trainer Session on another of his inventions/innovations: "The Implications Wheel®".

Only one other educational institution has such a partnership with Joel Barker. That institution is Belmont University of Nashville. Joining Dr. Barker – as a Master Trainer, in December at MCC - was Susan Gordon of Belmont University. In October, Susan Van Weelden and CCED staff member Ginger Knapp went to Nashville to work out details for the December "Train the Trainer" sessions. They also participated in a one-day Overview of the Implications Wheel®.

The Implications Wheel® is a strategic exploration and decision-enhancing group process that has been developed by Futurist Joel Barker. It is a process that helps identify, explore, and evaluate the short and long-term implications...the potential ripples...of specific change. The process is results-oriented, providing an enormous amount of information in a short period of time—information that can greatly enhance your decision-making ability. This three-day workshop was designed to be hands-on and a highly participatory group process led by Joel Barker. Participants learned to use and by the end of the conference, were able to teach the Implications Wheel® to clients, co-workers, and other focused groups. Included in the conference fee were breakfasts, lunches, facilitator notebook, video support, and sample teaching materials. Forty-five attendees—from all over the U.S.—participated and earned their certification in Dec. at MCC.

Susan Van Weelden arranged a third visit by Dr. Joel Barker. Susan's Dept., the CCED, is offering this for Illinois businesses that are looking to the Future. Renowned futurist Dr. Joel Barker will return to McHenry County College with a Master Trainer to offer two separate business-training workshops on Monday, Feb. 5 and Tuesday, Feb. 6. In each one-day workshop, participants will learn to use The Implications Wheel®, a strategic exploration and decision-enhancing process developed by Barker. The process helps identify, explore and evaluate the short and long-term implications and potential ripples of specific change.

The public is invited to the workshop titled, "How to Use the Implications Wheel®," presented by Master Trainer Susan Gordon of Belmont University, Nashville, TN, on Monday, February 5.

Dr. Joel Barker will also present a one-day "How to Use the Implications Wheel®" Overview-Workshop for Executive Leadership, on Tuesday, Feb. 6. This workshop is designed for Executive Leadership.

"We are so pleased to bring Joel Barker back to our area for the third time, in less than eight months," said Susan Van Weelden, MCC's Dean of Corporate and Economic Development. "His Implications Wheel® is a valuable tool for

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discovering unforeseen consequences of any change that is being considered by an organization or by an individual. Wheels can help organizations better plan for changes such as new product lines, initiating new policies, mergers, acquisitions, and so forth."

Ralph Poltermann, Vice President and Treasurer of Aptar Group Inc., Crystal Lake, attended Barker's three-day workshop at MCC in December. "If you could avoid one unanticipated consequence, the program pays for itself. The program is something people can apply to their professional and personal life. It's a worthwhile investment," he said.

"We wanted to use the Wheel to better understand what might occur if we do something," said Sharon Haverstock, Vice President of Marketing, Scot Forge Co., Spring Grove. Seven Scot Forge officials attended the December training with Joel Barker.

These two February workshops are sponsored by MCC's Center for Commerce & Economic Development (CCED) and are endorsed by the McHenry County Economic Development Corporation's Retention/Expansion Committee.

This Partnership is just one example of the many that MCC's CCED has developed. The purpose is to offer Quality Improvement tools and world-class training opportunities for area businesses.

The Academy for High Performance
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C.E.O.:Daniel J. LaVista
Contact Person: Cathy Maxwell

The Academy for High Performance began to take shape six years ago at McHenry County College. The college recognized the need to decrease the gap between the skill sets the college was delivering and the skills an employee needs in the work place. In an effort to bring business and education closer together faculty and administrators invited county business leaders to take part in round table discussions.

Our business partners told us that many of their employees and the people they were interviewing for employment did not possess the necessary skills to perform effectively in today's workplace. Their verbal and written communication, problem solving, team building, and math skills were weak. We found that most employers did not care if the classes offered were for credit but the employee did. Based on this information we decided to offer credit classes that integrate liberal arts and sciences with occupational programs and on the job training.

We recognized that students who enrolled in occupational programs rarely completed them. They took several classes in their field, became employed or received a promotion, and then stopped taking classes. Most students avoided the general education requirements because they saw them as difficult or irrelevant to their jobs. These were the very classes that could teach them the skills that employers told us were missing in the work place.

After many hours of discussion, faculty members from occupational education and the arts and sciences began to integrate the curriculum, and find ways to make the course work more relevant to the student. The following are some examples of our integrative efforts. Manufacturing Management students combine Speech and Introduction to Manufacturing Management by taking their class on a tour of their workplace. The students get to see different manufacturing facilities and the tour guide has presented their first speech. The Office System Technology students combined accounting, humanities and their working environment by redesigning their own office on a budget. In each case the student takes the lessons learned back to the work place and integrates them on the job, thus earning work-based competency credits.

Currently we have Academy programs in Office Systems Technology, Manufacturing Management, and Plastics Technology. There are approximately 200 students enrolled in Academy classes at this time. We recruit them from their employers as well as from local area high schools. Students who begin the program that are not employed are placed in internships or apprenticeships through Career Placement Services by their second semester. At this time 100% of our graduates have found full time employment in their field of study within 90 days of graduation.

Since students began taking classes in the Academy format five years ago more than 350 students have been enrolled in our programs. More than 70% of our students have earned at least one certificate and 58% have earned an Associate of Applied Science degree.

Over twenty companies have sponsored their employees to take Academy classes and 75% to those employees have earned one or more promotions since starting in the Academy. In addition to offering classes at the college, we provide classes at other locations. With the help of our business partners we have been able to offer classes at six different company sites in the county.

The response from Academy students has been overwhelming. They enjoy the Academy program for numerous reasons. They can attend classes one evening per week and stay with their group throughout the entire program. The scheduling and location of classes is convenient for them. They earn credit for their work site experience. They can earn a certificate in two years and an Associate degree in 3 to 4 years.

In the spring of 2000 the Academy began its newest project. A design team was formed with the mission of developing a Business Management Fast Track Program. This program will be integrated as well as fast tracked. Students will be able to earn a certificate in 18 months and have an Associate degree in less than 3 years. Currently we have approximately 50 students who plan on enrolling in the program for the fall of 2001 when it will begin. The curriculum has been outlined. The instructors and administrators have under gone integration training. The integration teams have met and most of the course integration is complete or under way at this time. Some of the course work will be delivered on line in each semester of the program. We anticipate the Business Management Fast Track Program will be our most successful program yet.

Club Ed: Tech Prep Academy
MiraCosta College
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C.E.O.: Tim T. L. Dong
Contact Person: Donna Davis

MiraCosta College developed its Club Ed: Tech-Prep Academy program in direct response from two of its key constituencies: employers and students. Employers who serve on our advisory boards and hire our students were finding many of them under-prepared for or unsatisfied by the full-time positions into which they had been hired. Similarly, a number of incoming students found themselves unfamiliar with the many services available on a college campus and unsure of which major to declare. Thus, MiraCosta College developed Club Ed, a pilot Tech-Prep Summer Academy project that allowed high school juniors and seniors 1) to enroll in a college course with traditional college students on a college campus and 2) to be placed in a cooperative work experience education job in the hospitality field. The project achieved its dual objectives of demystifying the college and employment experiences and of making learning relevant to the workplace.

Capitalizing on the success of last year's pilot project, this summer MiraCosta College will launch an expanded Club Ed: Tech-Prep Academy program. It will continue to offer college courses to high school juniors and seniors and place them in jobs related to their studies. It will differ from the pilot project, however, in that 1) it will provide work-based learning experiences in *four* high-employment industries rather than solely in the hospitality industry, 2) it will operate *throughout the school year* rather than solely in the summer and 3) participants will be eligible to receive Certificates of Achievement, also known as mini-certificates, by combining articulated high school courses and courses taken on campus at MiraCosta.

In considering industry sectors as career paths for the program, we deemed several factors to be important: the availability of good entry-level employment opportunities both locally and regionally; a strong record of collaboration between the college and participating employers; availability of part-time jobs for students; and existing articulated courses and programs at both MiraCosta and the high schools in the area's Tech Prep Consortium. Four industries met these criteria: Hospitality, Tourism, Recreation; Retail/Wholesale Trade; Information/Office Technology; and Transportation.

Students exploring careers in hospitality can pursue a certificate as a Front Office Operator. Sales-minded students can pursue the Retail Assistant Certificate. Students interested in office and information technologies can pursue a certificate as an Office Assistant. Finally, students interested in automotive technology can pursue the Automotive Quick Service Assistant Certificate.

Regardless of the career path a student chooses to explore, all Club Ed: Tech-Prep Academy students are required to enroll in Customer Service. This two-unit course is highly recommended by our industry representatives as fostering employee commitment and success. It is taught during the summer to give all students an opportunity to come together to discuss the different customer service challenges and strategies each industry presents.

In addition to enrolling in Customer Service, Club Ed: Tech-Prep Academy students will also enroll in two one-unit courses, Career Exploration and Cooperative Work Experience Education. MiraCosta's Tech-Prep Recruiter/Counselor, hired expressly to serve as the business and industry liaison, will place each student into a job in his or her chosen career path, monitor students' success by visiting them and supervisors at the worksites, and enhance students' understanding of their relationship with the world of work by teaching Career Exploration. While neither Co-op nor Career Exploration is required for the Certificates of Achievement, these learning experiences are critical for helping Club Ed: Tech-Prep Academy students as they transition from secondary to postsecondary education and beyond to the world of work. Thus, both are required of the Club Ed students.

MiraCosta College will facilitate students' continuing participation during successive years of the Club Ed: Tech-Prep Academy project. Continued participation will allow students 1) to serve as peer mentors to new students, 2) to earn their Certificates of Achievement and 3) to become increasingly more comfortable with the various departments and services available on a college campus. Consequently, Club Ed: Tech-Prep Academy participants will build stronger relationships with their employers and within their industries than non-participants. Equally useful will be the college's strengthened relationships with area business. Finally, the college is undergirding the region's economic development.

Innovation and Creativity

Three particularly innovative aspects of the Club Ed: Tech-Prep Academy are noteworthy: 1) its curricula have been designed to take full advantage of the students' participation in articulated courses and programs offered at the high schools within the local Tech Prep Consortium; 2) the articulated high school courses and college campus-based courses together compose Certificates of Achievement in four high-employment industries; and 3) the courses that compose the Certificates of Achievement are themselves the foundation steps of the career ladder toward achieving successively higher levels of proficiency and certifications of mastery in each of the four industry sectors. Impressively, credits in half of the industry sectors transfer to baccalaureate programs.

Exportability

This program is highly exportable. The college-based academy approach is especially useful in situations where traditional high school academies are not possible. MiraCosta is one community college district that serves a geographic area embracing four different school districts with seven high schools. The Club Ed: Tech Prep Academy allows us to create an academy environment for students in all high schools and to offer a broader range of opportunity to explore a career and gain a foothold in an industry.

Indication of Success on Campus

Last year MiraCosta College's Club Ed: Tech-Prep Summer Academy students achieved retention, job placement, and completion rates of 100%. The expanded program is being funded, in part, by the California Department of Education as an innovative practice worthy of further development.

Back to Basics
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Scientific terms and technical procedures are a part of the rapidly developing biotechnology industry. As this emergent industry grows in both research and development and manufacturing, large numbers of non-scientists are being hired by biotechnology companies to support the increasing infrastructure required to sustain the industry. These professionals have become essential to the industry in departments like human resources, administration, sales, legal services and entry-level support staff. These non-scientists often find themselves overwhelmed by the complicated nature of this innovative science. MiraCosta College has identified a potential student body in these industry employees, and has developed a contract education course in conjunction with BIOCOM/San Diego, the local biotechnology industry consortium. This initiative, titled Back to Basics, offers a hands-on, laboratory-based education designed to provide the non-scientist with a basic understanding of biotechnology. Back to Basics is centered upon a strong strategic partnership with our local industry consortium. As such, it represents an exemplary initiative designed for workforce development by training business/industry professionals.

At its base, the Back to Basics project is contract education. Industry professionals enroll in a two-day workshop series, and pay a predetermined fee (which is still being negotiated, as cost analysis will dictate the necessary registration cost). Workshop participants are provided with parking permits, and general background material prior to each day of the workshop. The first Back to Basics series is divided into DNA structure and function (day one) and Proteins (day two). Workshop materials focus on the scientific foundation of modern practices. The laboratory activities include routine procedures utilized in biotechnology facilities throughout southern California. Each participant is asked to fill out a workshop evaluation, and each comment/suggestion is documented. These evaluations serve as recommendations as subsequent Back to Basics series are planned.

Innovation and Creativity

Back to Basics was designed in response to a need that was articulated by industry representatives. A company's efficiency is greatly enhanced when all its' employees understand the science behind their successes. The large numbers of non-scientists involved in this scientific industry are genuinely interested in "the why?" of biotechnology procedures. Some community colleges offer training in the new biotech topics, but students must meet scientific prerequisites before they are admitted into these upper level classes. The Back to Basics series is open to all, and is custom-tailored to the industry professional without a science background. A very basic understanding of these principles/theories will augment an employees' success, and it will create a working environment where everyone has a distinct role in the corporate atmosphere.

There are some training sources that provide lecture-based biotechnology instruction. However, these avenues of professional development tend to lack the [illegible]onal reinforcement that hands-on laboratory workshops can provide. For

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many professionals, the scientific theory can become cumbersome and confusing without the practical application. The innovative pedagogical approaches of Back to Basics include the following: learning by discovery, hands-on laboratory procedures, familiarization with common laboratory practices and/or equipment, extensive background and practical application materials, local industry applications, and resources for further individual study.

The Back to Basics series combines cutting-edge laboratory activities with scientific lecture presented by experienced educators with a background in the sciences. Each laboratory protocol is designed exclusively for this learning environment and includes considerable adaptation to this unique audience. In addition to hands-on laboratory procedures and exceptional scientific lecture, MiraCosta College is currently in the process of developing dry-labs to accompany and reinforce the scientific basis of the biotechnology industry. The combination of educational strategies creates a vocabulary and basic scientific understanding that is shared by scientists and non-scientists alike.

Exportability

This type of novel approach to industry training is an extremely viable model for under-utilized community college laboratory facilities throughout the state. Each college has its own contract education procedures, but the Back to Basics series can serve as a foundation from which to build a unique contract education program. There are a variety of program adaptations that would provide far-reaching benefits to any community college. One example is a workshop for students interested in entering the biotechnology industry. This type of workshop might serve as an extremely efficient recruitment technique.

Each Back to Basics workshop participant receives a binder of printed workshop materials. These protocols, background materials, practical applications and glossary of terms are extremely exportable to other colleges. In addition, laboratory procedures (both wet and dry lab) could easily be adapted to particular college programs and/or classes.

Indication of Success on Campus

The Back to Basics series will augment the success of the MiraCosta College Biotechnology Program. As industry professionals are introduced first-hand to the quality education received by MiraCosta College students, they will become familiar with the biotech program and the capabilities of the program graduates. In addition, the biotechnology program will benefit by enhanced enrollment in biotechnology classes. The industry personnel's newly gained understanding of the science behind the industry will provide them with a unique perspective from which they will be able to recommend specific biotechnology courses to prospective and current employees. The fiscal benefits of this innovative project will create a biotechnology program that is virtually self-contained. Not only will community college program staff expend funds budgeted for the biotechnology program, but the monies generated by the Back to Basics workshops will contribute extensive funding. Finally, as the first college to initiate laboratory-based biotechnology training for industry personnel, MiraCosta College will establish themselves as the source for innovative scientific education in southern California.

There are approximately three national companies that offer these types of workshops to industry personnel. Despite the expense, these companies are

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thriving. It is time for community colleges to utilize state-of-the-art facilities by serving local industry needs and thereby forging strong, dynamic partnerships that will serve education, industry and the community. This exemplary Back to Basics program is an opportunity for MiraCosta College to distinguish itself, once again, as a school that meets the needs of the community.

Steel Industry Technology Degree Meets Industry Demand through Flexible Scheduling
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Mississippi County Community College (MCCC), Blytheville, Arkansas, developed the Steel Industry Technology degree program in 1998. This degree was created to provide secondary educational opportunities to current and potential employees of the area's large steel producing industries. Currently over 3,000 individuals are employed in the steel and steel related industries. Several years ago, the overwhelming hurdle to education that many of these individuals faced was their work schedule. Because these industries operate on rotating shift schedules, the employees of these companies could not attend traditionally scheduled college classes. Yet, many of these employees needed to further their education to enhance promotional opportunities within these growing industries. In an effort to provide educational opportunities for the steel related industry employees, Mississippi County Community College tackled the challenge of developing a program to meet the potential students' needs and schedules.

The first step the college took was to bring together the companies that had been asking for help in providing education and training for their workers. When these companies came together, the college presented a program showing how, by aligning their work shift schedules, the employees from these companies could attend classes together on a flexible schedule. In addition, the companies could partner together to maximize the costs of providing the customized credit classes. Mississippi County Community College then went to work to develop a two-year Associate of Science degree program, offered as customized college credit classes.

The result, the Steel Industry Technology degree, is a curriculum focusing on courses providing specialized steel industry job and skill knowledge, but still sufficiently broad in scope for application throughout industry. In addition to the general education core and division requirements, courses in the major requirements include Basic Metallurgy, Metallurgy of Steel Making and Testing, and Maintenance Welding. The entire curriculum is offered on a schedule that fits the four on, four off steel industry work schedule. Students are offered two classes a day, every eighth day (including Saturdays and Sundays) for nine meeting dates. Two sections of each class are offered to accommodate the shift changes, thereby having classes meeting every four days throughout the cycle. If the student takes both classes available each session, the degree can be completed in two years. Evening makeup classes are offered on the same schedule for students that may be new to the Steel Industry Technology degree program and need to makeup a class previously offered. The Solutions Group, the business and industry training

division of MCCC, assists in providing instructors for these classes. As the schedule is flexible, so must be the instructor. Instructors with The Solutions Group are industry professionals committed to providing a quality learning experience for the students. In addition to the classes offered by Mississippi County Community College on the rotating schedule, Arkansas State University (ASU), a four-year degree granting institution, was invited to participate in this program. ASU now offers classes on the flex schedule for industry students who are pursuing a bachelor's degree.

The success of this program has been phenomenal. The first group of steel industry technology students will graduate in May 2001. The second cycle of classes began January 2001. Mississippi County Community College is dedicated to continuing to service the needs of the area's booming steel industry by providing flexible educational opportunities for their current and future employees.

Kodak New York State Supplier Training Project
Monroe Community College
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Contact Person: John Striebich

Monroe Community College (Rochester, New York) was awarded a one million-dollar grant over a three-year period from New York State's Empire Development Corporation for our NYS Kodak Supplier grant project. Eastman Kodak (Kodak) asked Monroe Community College (MCC) to develop the grant application, market the program, assess supplier-training needs, and develop the training. This partnership between the College, Kodak and Kodak's suppliers will have many positive consequences including job retention and creation in New York State. The grant funds, provided by New York State's economic development agency, will offset 75% of the direct costs of training, with the suppliers responsible for the additional 25%.

Kodak has identified at least fifty critical New York-based suppliers that Kodak believes could benefit greatly from training. By improving the suppliers' employees' skill levels in selected areas, these suppliers could positively impact Kodak's equipment and imaging businesses by improving quality, reducing costs and meeting on-time delivery. The suppliers chosen for this project make up a substantial portion of Kodak's purchases from New York-based suppliers, and include manufacturers as well as providers of processing and digital technology services. The most critical fifty companies were identified out of some two hundred total New York suppliers, based on sales volume, importance of the goods or services provided, and on the need for training. Approximately a dozen of these suppliers are state-certified minority- or women-owned business enterprises or sheltered workshops. About twenty-one suppliers will participate in the first year's training, including small and medium-sized manufacturing firms in the tooling and machining industry, circuit board assemblers, and component assembly businesses. All provide components or services for Kodak's product lines, which include consumer products, digital and applied imaging, office and business systems, and Kodak's professional, health, and entertainment imaging.

The project is designed to help Kodak's key New York State-based manufacturing suppliers enhance their ability to service Kodak while reducing costs and enhancing their competitiveness in the global marketplace. Kodak has alerted all of its suppliers of the critical need to cut costs 10% per year or provide double-digit productivity increases, or risk being dropped as a supplier. Kodak is working with its key fifty suppliers on the training project in order to retain them. Training will be provided in many areas, including Six Sigma capability, business processes, cost management, lean manufacturing, and cycle time reduction. This training will help retain not only Kodak's contracts within New York State, but is expected to help the companies (suppliers) retain and attract other work as they enlarge their customer base. The training project is expected to help the suppliers retain the 4,250 employees; otherwise, MCC and Kodak estimate that approximately 650 of these jobs would likely be lost. Furthermore, the project is expected to result in an additional 210 jobs within three years as the suppliers expand. The training will be targeted to the specific needs of each supplier, and must be completed within the next two to three years to significantly impact the competitiveness of Kodak's business units.

The grant time frame is from September 1, 1999 through August 31, 2002. In the first year of the grant, MCC trained 922 employees with a first year goal of 800 employees. Courses in team building, supervision, statistical process control, office software, project management, communications, blue print reading, cycle time management, Computer-Aided design, and manufacturing were offered.

As the larger corporations in this country outsource more work to their suppliers, they become dependent on their supply base to provide quality components and services at low cost and on time. Over the past twenty years, Kodak has cut its workforce by half, and has outsourced thousands of parts/components and services. This work has been picked up (or been given) to suppliers who have lower overhead, are more flexible, and have lower direct labor costs. These small and medium-sized suppliers do not have the infrastructure and revenue stream to provide training, conduct quality assessments of their own operations, or spend time on projects to insure continuous improvement. These suppliers are the key to success for the large manufacturers like Kodak. MCC, working closely with Kodak to identify key skills areas, can assess the training needs of the supply base, and can provide effective and low-cost training to improve a supplier's ability to meet Kodak's needs, as well as improvement responsiveness to other customers. This model is easily adaptable by other large companies and their supply chain. This project also exemplifies how a College can assist a region's economic development efforts.

MCC is presently in the second year of the project and we exceeded our training goals for year one. We are continuing to work with Kodak's key suppliers, interacting with Kodak to make sure that the suppliers are receiving training in areas that will improve their quality, cost and delivery performance, and improving the economic development climate in New York State.

Industrial Biotechnology Education: A Model Of Collaboration Between Industry and Academia

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The design, development, and implementation of the Industrial Biotechnology Program at Moorpark College was a collaborative effort bringing together industry, a university, and the community college. The academia and industry partnership used in this undertaking has been extremely effective in addressing the critical need for a skilled workforce in the Biotechnology industry. This approach is a useful model for program development and can be directly applied to any discipline.

The impetus for the Industrial Biotechnology Program came from Baxter Healthcare while they were building a new production facility for Recombinant Factor VIII, a blood clotting protein used to treat hemophiliacs. The idea met with great enthusiasm at the College and a new faculty member was hired to lead this project. Discussions ensued with the local Biotechnology Industry and an exceptional Advisory Board was assembled. Eight department heads from Baxter volunteered to sit on the Board. They were joined by numerous scientists from Amgen, College administrators, and Moorpark College faculty from Mathematics, Chemistry, and the Life Sciences. The Advisory Board proved to be a dynamic and productive entity. They were presented with the opportunity to design and write the curriculum for the new Biotechnology Program. They were incredulous, excited and thrilled with the task. From the college catalog they selected existing math, biology, chemistry, and computer courses for the core curriculum. The curriculum for this program is an excellent example of the integration of academic and vocational disciplines. For the Biotechnology courses, all members of the board agreed they wanted to design a "world-class" program that would give students an opportunity to experience the Biotechnology workplace within a college setting. The Biotechnology courses were designed so students are educated in all aspects of the industry with an emphasis on biomanufacturing. Each of the topics and laboratory activities for the courses were selected and designed by subject matter specialists from industry. Students learn basic laboratory skills, equipment use and an overview of Biotechnology in an Introduction to Biotechnology course. During the second semester of study, students take eight biomanufacturing modules, designed so the student experiences all of the operations within a Biotechnology facility. The modules are Plant Design, Process Support, Cell Culture and Microbial Fermentation, Recovery and Purification, Formulation/Fill and Packaging, Environmental Monitoring, QC: Analytical Methods and Validation. Over fifty industry scientists from twelve companies participate in the instruction of this program. Students receive training and education from those actively involved in the field and the industry instructors view the teaching as a valuable professional development opportunity.

The pedagogical approach to this work-based education necessitated the Biotechnology student be trained in a setting which engenders the same occupational environment encountered with employment. For this purpose, Moorpark College and its industry partners have set up a fully-equipped 8,000 square feet Moorpark College Biotechnology Training Facility on the campus of California State University, Channel Islands. The facility was set up to mimic the

industrial layout of a biomanufacturing facility. The entrance is through a gowning room to cell culture labs, purification areas, a QC lab, buffer/media prep, and glassware wash and storage. This facility enables students to experience the workplace within a college setting. The effectiveness of this approach is evidenced by the 100% placement of students the program has experienced to date, and the fact that numerous industry employees enroll each semester, to gain a broader understanding of the industry in which they work. In addition to using this facility for student training, Moorpark College uses the laboratory to sponsor faculty workshops in Biotechnology and to host high school field trips.

In addition to curriculum development and instruction, industry has played an active role in this project at many other levels. The training facility discussed above was fully equipped with donations from industry. Equipment used in biomanufacturing is diverse, large and the cost is prohibitive for most educational institutions. The companies involved with this program have provided extensive donations to ensure students are trained on the same equipment that is found in the workplace. Ongoing donations of lab-ware and supplies from industry also provide opportunities for students to acquire skills and techniques in the same manner as is done in the industrial biomanufacturing facilities. Concomitant with the instruction by industry scientists, students are taken into various biotechnology companies by these instructors. Tours of process development labs, production facilities, manufacturing plants and research laboratories provide students with a first hand view of the workplace. Often training activities take place within these facilities as well. The industry partners have also worked with College faculty to address the dearth of instructional materials in biomanufacturing. A grant from the Advanced Technological Education Program of the National Science Foundation has enabled this project to produce an Industrial Biotechnology Training Manual. Industry scientists have written chapters for the different subjects in the Biotechnology curriculum. Course competencies have also been written for each topic and are included in the Training Manual. This manual will be published in the Spring of 2001.

Other aspects of this project include the infusion of Biotechnology into other science courses at Moorpark College and the development of career paths in Biotechnology for high school students. Dissemination of the Biotechnology curriculum as a prototype program has also been a primary goal. The dissemination has been global, with requests coming from as places like China, Australia, and Puerto Rico, in addition to numerous community colleges and universities across the nation. A State Leadership grant from the Chancellor's Office was also obtained by this program to provide funding for Moorpark College to partner and assist Santa Monica College in the early stages of their Biotechnology Program development. This program also received a grant from the regional School to Career Program to provide transportation funds for local high schools to visit the Moorpark College Biotechnology Training Facility. High school students receive instruction in Biotechnology, are given a tour of the facility, and participate in a laboratory activity.

This project demonstrates productive partnerships, high level industry involvement, effective Advisory Boards, and adept resource acquisition. Each of these components has contributed to innovative education in Biotechnology and student success in the workplace. The results and impact of this project are ultimately tied to the commitment of industry. They have been active effective partners with the community college in an undertaking that has reaped numerous benefits and provided wonderful opportunities to all those involved.

Human Resources Development and Manufacturing Certification Partnership

Nash Community College
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Contact Person: Carla Dunston

Nash Community College is a public, two-year, post secondary institution with an open-door policy. Its mission is to provide adults in the Nash County service area with quality, convenient learning opportunities consistent with student and community needs. These opportunities are accessible to adults regardless of age, sex, socio-economic status, ethnic origin, race, religion, or disability. Educational and training programs enhance the individual's personal, social, and economic potential and produce measurable benefits to the individual.

Nash Community College now offers the North Carolina Manufacturing Certification Level I Program. The NC Department of Community Colleges designed this program to enhance career opportunities in manufacturing and provide the service area and North Carolina with a skilled, knowledgeable workforce. The program is ninety-six hours, competency-based instruction. Participants are required to complete six training modules consisting of four core modules and two electives. These modules are Manufacturing Concepts, Measurements and Math, Teamwork/Communications, and Problem Solving. Two of four electives may be: Statistical Process Control, Blueprint Reading, The Business of Manufacturing, and Computers in Manufacturing.

The core modules emphasize the importance of quality, safety, teamwork, and communications as they relate to profitable, sustainable manufacturing. Participants learn about personal protective equipment, measuring tools, problem-solving techniques, team interaction, applied mathematics, and simulated on- the-job experiences. The elective modules develop skills in blueprint reading, statistical process control, computer use, or learn about manufacturing economics. Each elective provides skill development exercises derived from realistic, industry-based examples. The modules replicate decision-making processes required on the job. Upon completing a module, participants must score eighty percent or higher on a state standardized assessment. Certification is issued by the North Carolina Department of Community Colleges for successful completion of all six modules.

Nash Community College initiated the program by forming an advisory committee of representatives from eight area manufacturers, the Rocky Mount Area Chamber of Commerce, Employment Security Commission, Nash County Department of Social Services, and Upper Coastal Plain Council of Governments (Workforce Development). The committee first met on September 6, 2000 and agreed that the Manufacturing Certification Program would provide participants with a credential to enhance their career opportunities. The committee suggested an attendance policy be incorporated in the program. Attendance requirements should reflect current industry policies resulting in dismissal for absences. Committee members promoted the program by distributing brochures, flyers, letters, and referrals for training.

The Nash Community College Human Resources Development Program developed a fifteen-hour module for introduction, review, and preparation for the

Manufacturing Certification Program. The Human Resources Development Program is designed to educate and train unemployed, underemployed individuals for workplace success. The Human Resources Development Program tracks the participants' academic and workplace success, providing follow-up services for one year. Recruitment efforts were coordinated by the Human Resources Development Program, which targeted unemployed, underemployed individuals receiving assistance from the Employment Security Commission and Department of Social Services. The Human Resources Development Program began orientation on September 25, 2000 with six participants. Five of the six were Work First clients, referred by the Department of Social Services. Typically, this group consists of women and minorities, who are under-represented in the manufacturing employment segment. The orientation was scheduled in three-hour sessions, Monday through Friday. This fifteen-hour readiness module provided opportunities to interact and cooperate effectively with co-participants, assess learning styles, review problem-solving techniques, identify strategies, prepare for job interviews, and discuss work expectations.

All six participants successfully completed the orientation phase and began the ninety-six hour Manufacturing Certification Program. Three participants successfully completed the Manufacturing Certification Program, becoming first in the state to receive their certification from the North Carolina Community College System. Two additional program-certified individuals work with Quality, Value, Convenience Inc. (QVC) and International Business Machines (IBM); another participant is completing the General Education Development (GED) diploma. Attendance requirements are strict and unsuccessful candidates were dismissed due to attendance policy, while one didn't score the required eighty percent or higher on all tests. Unsuccessful candidates can re-enroll in future course offerings by completing those modules remaining for certification. Nash Community College currently has nine individuals enrolled in winter quarter. Seven are Work First clients and two are industry employees. This course ends on March 1, 2001, with the next offering on April 2, 2001. Interest runs high in the industrial community.

The Manufacturing Certification Program modules can be utilized to meet specific training needs for current manufacturing employees. Ilco Unican and Fawn Industries, two area manufacturers, have partnered with the college to provide Measurements and Math, Blueprint Reading, and Statistical Process Control training for set-up operators and quality inspectors. Trainees receive credit for modules completed during work hours and can complete remaining modules on campus. To date, forty-two company employees have participated in the Manufacturing Certification Program. Several other area manufacturers have expressed interest in future offerings.

The Manufacturing Certification Program currently has several continuing initiatives at the state level. Funds have been allocated for a Department of Community College system-wide project called STARR POWER. STARR is the acronym for Skills, Training, Assessment, Retention, and Re-Employment Resources. POWER is the acronym for Providing Oneself With Employment Resources. Funds will be used to develop a readiness course that can be offered by Human Resources Development Programs across the State and lead into the Manufacturing Certification Program. The Nash Community College Human Resources Development Director is participating, and will provide input from prior course development and training at the local level. Additionally, several Manufacturing Certification Level II short courses are under development in metals, plastics, textiles, boat building, electronics, biotechnology, and ɔtive/transportation supply.

The Manufacturing Certification Program has a bright future at Nash Community College and throughout North Carolina. Increasingly, certifications are becoming a valuable credential for competency-based demands of the workplace. The Manufacturing Certification Program fills a void for entry-level manufacturing skills and provides individuals quick access to the workplace. The Manufacturing Certification Program can be used for re-training the current workforce and providing access to individuals seeking first-time employment in manufacturing.

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"The (DFW Education) training center is the first industry-wide regional training facility of its kind... In the long term, it will provide our industry with the workers we need." Colin Graidage, President and CEO of Charter Builders Inc., quoted in the Dallas Morning News, November 3, 2000

The DFW Education Center (Center) is the culmination of a unique, model workforce education partnership between North Lake College (North Lake) and the Construction Education Foundation (CEF). North Lake College is part of the Dallas County Community College District. CEF was created more than two decades ago through an alliance of associated construction organizations with the purpose of enhancing construction training and development. Today, this alliance includes over 1,500 construction companies.

The Center is a newly renovated 60,000 sq. ft. facility that represents an investment of $1.5 million by the college and participating construction companies in the Dallas/Ft. Worth area. The Center opened in time for the fall 2000 semester and houses classrooms, laboratories, North Lake faculty offices, and CEF Foundation offices. The education center holds 23 classrooms, two computer labs, an assembly room and a 30,000 square foot shop area for teaching hands-on training in an all-weather facility.

The ability to put together this initiative was based on a relationship that had been established and nurtured over ten years ago. Since 1989, North Lake College has enjoyed a strong and mutually beneficial partnership with the Construction Education Foundation. The partnership with the college was created to provide the construction industry with qualified technically trained people at all levels, offering courses to approximately 800 students each semester in areas such as Construction Management, Masonry, Plumbing, and Commercial Heating and Air-Conditioning. CEF has always taken the position that obtaining college credit enhances the professional image of construction courses and provides a career path for apprentices and trainees.

In 1999 North Lake and CEF recognized the need to greatly expand the College's construction programs to meet the rapidly growing demand for trained construction workers. In 1999 CEF estimated that over 15,000 individuals would require construction technology education at the Center over the next five years.

In order to complete this expansion and because of a severe shortage of classroom space at the college campus, NLC and CEF significantly expanded their cooperative efforts and entered into an agreement to move the college's construction programs to a new off-campus Training Center. To accomplish the effort, CEF member companies provided one million dollars to renovate a 60,000 square foot building. North Lake provided $500,000 for furnishings and equipment and agreed to pay the $250,000 annual lease on the building.

The Center is open to all Dallas/Ft.Worth metroplex construction workers who need beginner courses or advanced training. CEF pays tuition and fees to the college on a per student/per credit hour or non-credit hour basis. Additionally, CEF organizes, markets, and schedules sections of college credit and/or training classes. As an added benefit, the College is able to use the Center classrooms for any educational purpose whenever that use does not conflict with scheduled CEF courses.

The impact of the Center has been significant. It has gained considerable local attention, including numerous newspaper articles due to its innovative approach and the significant impact it's expected to make on the local construction workforce. A few highlights of impact are as follows:

- Roughly 850 workers were trained for the construction workforce during the first semester that the DEW center was opened. Over 1000 workers will be trained this spring.
- The National Center for Construction Education and Research has recognized CEF North Texas as the national model for construction training programs.
- North Lake College is garnering attention by the Governor's of flee as *the community college model* for promoting education in the community.
- Due to the construction education program vacating the campus, 44,000 square feet of desperately needed classroom space had been made available.
- The Center is using the facility to capacity.

"I am amazed that you got 150 companies together to build this...! thought it would never happen" Thomas Dunning, Dallas/Ft. Worth Airport Board Chairman, quoted in the Grapevine Sun, November 16, 2000

Supporting Wisconsin Home Builders Through Partnerships in Learning
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A statewide educational program designed to update contractors and others in the building industry has a high tech twist to it—many received the instruction over an interactive TV network beamed to their own communities.

The initiative, a joint project involving the Wisconsin Builders Association (WBA), Wisconsin's Department of Commerce, and Northcentral Technical College in Wausau, has been so successful that many who wanted to take part were put on waiting lists.

For about four hours on various days of the week throughout the state, 358 participants learned the complexities of the state's Uniform Dwelling Code (UDC), which must be followed for any building or remodeling project in accordance with legislation passed in July of 2000.

"We needed a fast and convenient way to reach contractors and builders around the state on this important topic," said Chuck Elliott, WBA President, "This technology, coupled with multiple live sites, fits the bill just fine."

During February, March, and April an instructor traveled around the state much like a circuit rider with a multi-media presentation on the new code. Some 11 sites were slated in all corners of the state. But, the addition of remote ITV sites brought the total number to 23.

Participants liked the format, said Devin Rains, an instructor hired to develop and teach the class. A first timer in the use of interactive TV, he caught on quickly to the technology, which allowed him to see and hear students at distant locations, who could likewise see and hear him.

"It was a little intimidating at first," said Devin. "But gradually I got used to it. When you consider the drive it saved a lot of people who could learn at sites in their own community, it made it all worth it."

WBA President Chuck Elliott stated that the partnership with the state and NTC worked out beautifully. The WBA applied for a $100,000 grant from the Department of Commerce and asked NTC to partner with them to provide training to builder's group. The partnership with the WBA's logistical support, knowledge of the industry, access to its 6,000 members, and NTC's knowledge of education, developing curriculum and instruction made sense. The joint effort along cooperation and hard work is producing an innovative approach to provide industry professionals with knowledge of the inspection process and the Uniform Dwelling Code.

NTC was picked because it is the only technical college in the state to offer an Associate Degree in architectural-residential design, as well as a program in residential building systems. The college also has a long history with interactive TV technology, and has had the largest enrollment of ITV students among the state's 16 technical colleges. During the last four years, NTC has served almost 25,000 students using distance technology.

"We see this collaboration as a stepping stone to further partnerships," said Robert Ernst, NTC president. "There's certainly the potential to support WBA with other initiatives."

Saving Resources/Pooling Interests
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Saving resources/Pooling Interests

Serving high school, college, and industrial constituencies Oakton Community College has, for years, served the tooling and manufacturing industry's need for highly trained, skilled technicians through its Machine Tool Apprenticeship program. In the past, these skilled workers developed their interest in high school, taking introductory "metals" or machining courses, and then moving into apprenticeship programs sponsored by the industries trade group, the Tooling and Manufacturing Association. Paralleling their curriculum, the College offered instruction, for college credit leading to graduation certificates for a battery of courses that were recognized by the TMA as equivalent apprenticeship training. The College, however, did not have a machining facility of its own and resorted to a variety of off-site arrangements to satisfy the "practice" components of required instruction.

Fiscal difficulties/Educational opportunity

Two years ago, one of the local school districts, Maine Township, announced it would no longer be capable of supporting high school classes in metalworking and machining. Several valuable laboratories with hundreds of thousands of dollars worth of equipment were idled. High schoolers, interested in these occupational classes, had this avenue of education to careers blocked. At the same time the area's tooling and manufacturing interests became highly concerned at the loss of potential for future skilled technicians to begin that very necessary early training and exposure to the industry.

Sensing an opportunity to serve a variety of constituencies, the College initiated an effort designed to salvage the equipment and, consolidating the facilities, re-direct instructional efforts.

The College proposed a dual credit program for the high schoolers, with the proviso that qualified tooling and manufacturing apprentices be afforded the opportunity to also enroll.

The College proposed offering several of its beginning courses in the Machine Technology Apprenticeship program at Maine Township's Maine West High School, about two miles distant. High school students, along with Oakton's regular students, would enroll in these MTA offerings, earning college credit and generating an Oakton transcript. At the same time the high school district's board of directors approved the college courses as satisfying vocational arts high school units, thus enabling high school students to satisfy high school graduation requirements. The Tooling and Manufacturing Association weighed-in, delighted that a solution of great value to their industry had been devised, and offered internships at member companies for the students completing, or enrolled in, the initial battery of courses. The TMA's members also donated several thousands of dollars worth of needed materials and provided a portion of direct budgetary support, pooling with the College's and the District's contribution.

ERIC Full Text Provided by ERIC

Initiating the Plan

Over the summer of 2000 the College's faculty, working with the high school vocational education teachers and supervisors, inventoried, organized and updated the larger and better equipped of the high school district's machine laboratories, transferring equipment, purchasing parts and repairing machinery. They were supported with special stipends by the high school district and the College. At the same time arrangements were made for the enrollment and record keeping of three groups of students, needing separate records for their respective parent organizations as well as generating a college transcript. Students were enrolled at three separate sites: at the high school, at the College, and through the TMA via the College's Alliance for Lifelong Learning (ALL) which serves a population of learners not interested in credit, per se.

In Fall 2000 the first course MTA 106, Basic Machine Shop Practice, enrolled 17 students, twelve high schoolers, three Oakton MTA students, and two TMA students satisfying apprenticeship requirements, but not earning college credit. The 3-credit course was offered in the evening, one day per week. The second course MTA 107, also 3 credits; Machine Shop Practice II is scheduled for spring 2001 and has a similar enrollment mix.

Applicability

This initiative has pointed the way toward similar co-operative instructional ventures in other vocational disciplines. Particularly satisfying to the district's constituencies was the opportunity to save expensive training facilities by pooling the resources of the three interested parties: the high school district and its taxpayers, the College, and the industrial organizations dependent upon the educational infrastructure.

This experiment has been followed with some interest by other institutions and plans are underway to partner with local high schools and those interested business constituencies in other areas of focused occupational education.

This program was also entered into the category: External Partnerships and Collaboration.

Leadership Academy
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SRC is an employee owned organization established in 1983 when an employee group purchased the facility from International Harvester and then contracted with International Harvester to provide remanufactured diesel engines and components. SRC has grown from that one customer, one facility and 100 employees to a corporation with over 20 divisions, 1000 employees and numerous customers.

The concept of leadership succession is very important to the employee owned SRC management so they asked OTC to train a hand-picked group of fifteen individuals, all hourly employees, who have shown promise as future company leaders. Training centered on these leadership skills: problem solving, innovative thinking, communication, and conflict resolution.

Division managers were provided with a list of topics in the Achieve Global Frontline Leadership and Leadership 2000 curricula with a brief description of each module. Line managers were asked which modules provided the skill sets that they felt their personnel needed to acquire and to recommend employees who had displayed leadership ability. The training was customized to the needs of those who attended the classes. Everyone viewed this as more effective than presenting a variety of topics, which might or might not address the areas in which an employee needed further development.

From this list of modules that the division and line managers chose, the Corporate Human Relations Manager selected 25 modules that most thoroughly supported the strategic direction of the company. In addition to these, OTC trainers added developmental activities such as Ken Blanchard's Situational Leadership, Stephen Covey's Seven Habits of Highly Effective People, and interactive activities which encourage group participation such as "Acid River", "Nuclear Waste Disposal", and "towel soccer" into the curriculum. Also the CEO, Corporate Human Resources Manager, and the Corporate Human Relations Manager contributed to some classes.

Line managers "bought into" the program when they realized that they would be the ones selecting the individuals to undergo the training and provide input on curriculum. Ongoing support was assured because line managers were invited to open the training sessions with comments on their personal experiences as a supervisor. This was important for class members because the great majority of SRC middle management is promoted from within the organization.

This project consisted of 3 distinct phases as follows: Phase one was training on the 25 selected modules (100 hours of classroom time). These modules were presented on Tuesday and Thursday afternoons, on the employees' time after their work shift, over eight months. Except for a four-week break during the Christmas holiday, the class met continuously from October 1999 through May 2000. Although these classes were designed to train fifteen people specifically, the company arranged to have an extra ten seats available at each class so that other SRC employees could attend if interested. An invitation was also extended to non-profit organizations from the community to send an employee at no cost to them. Phase two asked each trainee to compile a list of what he/she felt were the five most important concepts they learned over the course of the training. From those, they created an action plan of how they were going to use these concepts in their job performance and how they would measure their effectiveness in implementing what they learned. The action plan was entirely left up to the employees giving them "ownership" of the plan, and on a larger scale, their future growth within the company. The corporate Human Relations Manager discussed the action plans with each employee. Phase three is ongoing and consists of regular progress meetings with company management wherein the employees demonstrate at three-month intervals how they have grown as leaders and are ready for greater job responsibilities.

It is evident from employee testimonials that they felt they learned important concepts to enhance their leadership abilities and have already used these concepts at work, and in their personal lives. These include:

- Applying problem solving techniques to address materials shortage problems on the production line to find practical solutions to increase production and reduce rework and warranty rates.
- A student who previously had problems communicating without antagonizing his fellow workers reported that during his recent performance appraisal his supervisor praised him for his communication skills.
- Improved relations were formed right in the classroom between the various divisions of the company. They moved from a competitive relationship to one of collaboration.
- Using the new concept of incentives to increase the performance of temporary employees resulting in meeting production dates.
- Almost all students reported that the skills they acquired were immediately adaptable to their personal lives and that the use of these skills resulted in immediate benefits to the employee, their family members, and the community.

The Human Relations Manager feels that the training met their goal of preparing these individuals with leadership skills, which they will use as they are given positions of greater responsibility. By May of 2000 more than half of the employees in this training already received one promotion.

In order to show their appreciation of these employees' efforts to support the company's strategic direction SRC corporate management provided a graduation ceremony and awards banquet at the conclusion of the Leadership Academy. The event took place at Highland Springs Country Club and students' spouses and children were invited. Company officials were on hand to present diplomas to all employees with attendance greater than 90% while those three who achieved perfect attendance were specially recognized with $100 gift certificates to Bass Pro Shops in addition to their diplomas.

The client's perceived value of the program and our partnership is high; in fact they have elected to present these course offerings, now called the "Leadership Academy", again this year and every year hereafter for the foreseeable future. The success of this undertaking is shared by the hard work and dedication of the OTC Customized Training staff, the SRC management for realizing the importance of investing in their employees' futures, and with the employees who participated so wholeheartedly to learn new skills.

Technology Makes Champions: A Training Partnership

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Precis

With total sales and service above $17 billion, the construction equipment industry is a boon to the Illinois economy both in tax revenues and employment opportunities. But hands-on equipment technicians who combine knowledge of technology with a conceptual understanding of engines, fuel systems, hydraulics, and related systems are rare commodities. To begin addressing this, Daley College, Gage Park High School, and the Associated Equipment Distributors Association (AEDF) working with the National Center on Education and the Economy have partnered in creating the Equipment and Technology Institute at Gage Park High School. This program has produced its first class of graduates with skills, workplace experience, and with a year of college already completed. This highly structured, standards-based program utilizes technology along with hands-on experience to produce excellent academic performance, a high graduation rate, and employment certification—while accepting any student who meets normal standards for attendance, discipline, and academic performance. It provides students with immediate employment opportunities, motivation for continued education, and a skills combination that offers many opportunities for success.

This partnership has achieved capital cost savings, greatly improved the college readiness and success of high school students, and is providing a well-trained, well-educated workforce for the heavy construction equipment industry. The first graduates are technology champions and have an impressive record of accomplishments. This program has become a model and is being replicated in Texas and Ohio.

Background

The construction equipment industry in Illinois manufactures and distributes equipment used throughout the world. But with waves of retirements, the industry faces enormous shortages of technically trained staff—and few young people attracted to this field. The combination of increasingly complex equipment, information technology, and the myriad opportunities for talented young people has resulted in a workforce shortage that threatens the future of this and many other industries.

Complicating this is the tendency of secondary schools to focus attention at the top or the bottom of the spectrum. Bright, motivated students are placed in honors classes. Disruptive, troubled youths occupy the time and attention of administration and counseling staff. Too often, the average student receives minimal attention and insufficient education. These students "get by" in high school, usually far more interested in computer games than classroom learning, graduating with little practical knowledge, and few prospects for the future. In short, at the same time that technician positions are opening up, there are nowhere near enough individuals either interested or prepared to fill them.

The Program

The success of this partnership reflects not only the deep commitment of Daley College, Gage Park High School, and the AED Foundation but other factors:

1. Entry into the program is not reserved for high achieving students: students are accepted based on average academic performance coupled with strong attendance and lack of disciplinary problems;
2. teachers in English and history, as well as in science and technical subjects, receive industry training;
3. students are block programmed and receive mentoring, job shadowing, seminars, industry visits, and similar opportunities. But there is also another key factor:
4. Students earn college credit through the Manufacturing Technology Institute at Daley College. At the Institute, they experience the fascination and power of technology with the tactile pleasure of hands-on work. Using the power of the computer to manage machinery becomes a forceful motivator for students. Students become "technology champions," performing at a high level in their other work as well.

Outcomes

In the 21st century, how do community colleges work with other institutions to maximize their collective effectiveness and efficiency? This project demonstrates how through planning and matching of complementary needs, institutions can produce exceptional results with broad positive effects on the effectiveness and efficiency of all three institutions.

- The college receives students and revenues from the high school
- The high school reduces costs, freeing up funds to cover costs—and improves student performance
- The industry develops a future workforce

In June 2000, the Institute produced its first class of graduates. Of the original 82 students who signed up, the graduation rate was 84%: an outstanding record when public high schools often have graduation rates in the range of 45%. Thirty-two students had indeed completed a year or more of college at Daley. Fourteen of these students placed within the top twenty students in the graduating class. These included the valedictorian and salutatorian. Six program students were named by *Super Onda*, a national Hispanic magazine, as among the top 100 Hispanic high school graduates of the year. Three students in the program won the three top scholarships offered citywide by the Chicagoland Chamber of Commerce. One student was awarded an internship at "Caterpillar U" and one received a 4-year Bill Gates Millennium Scholarship. All students are college bound and have developed highly employable skills that can help cover college costs.

"These are beyond a doubt some of the most prepared high school students I've seen," said Dan DePue, a recruiter for the United Parcel Service who hires about 1,500 entry-level workers out of high schools every year. Larry O'Neill, Patten Tractor's General Manager of Product Support, seconds this: "...the Gage Park program is a gold mine," he says. "Not only are these kids better prepared for the kind of work our industry demands today, but they are better citizens because they understand more about hard work, personal focus, and how the real world

A recent on-the-job story about one of the new graduates makes this point graphically. The hydraulic equipment she was operating broke down. Her supervisor was surprised to see that rather than calling the maintenance staff, she took it down herself, fixed the equipment, and put it back into service almost immediately. She learned the next day that word of her skills had reached the plant headquarters, and that her hourly pay had been raised to $20 per hour.

Replicability

Beyond this, the program has become a model. Several members of the Associated Equipment Distributors Foundation have heard of the Gage Park program and asked for input on developing their own similar partnerships. An Equipment and Technology Institute supported by AEDF has been started in Lubbock, Texas, and the public school system in Columbus, Ohio, is adapting the model with support from various industries for eight of its public schools.

The Rio Salado College School of Dental Hygiene
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Description

The Rio Salado College School of Dental Hygiene in Phoenix, Arizona is an exceptional three-way community partnership between the college, the Arizona State Dental Association, and Delta Dental Insurance. This occupational program was launched by the college at the request of Arizona's dentists to help them address a critical shortage of highly trained dental hygienists. Established in spring 1998, Rio's partners raised $1.2 million dollars to make their mutual vision of customized workforce training a reality.

The Challenge

In its first year of operation, the Rio Salado College School of Dental Hygiene attracted considerable local publicity and support. Two open houses were attended by area residents, city and state officials, and members of the dental community. During its second year of operation—the 1998-99 academic year—the challenge was to heighten this community awareness. But how could we top an information campaign that had already resulted in a site visit from Arizona Governor Jane Dee Hull, who used the occasion to issue a gubernatorial proclamation honoring the college for its workforce development efforts?

"Best Practice"

For Rio Salado College, the answer was to take the campaign's message and accomplishments to the national level. In January 1999, the Rio Salado College School of Dental Hygiene was honored to be named one of the country's 23 "Best Practices" by the U.S. Departments of Commerce, Education, and Labor; the Small Business Administration; and the National Institute for Literacy. This

occupational program was one of only two community college programs in the nation selected for this honor.

Summit Meeting with Vice President Al Gore

As a result of the "Best Practice" honor, Rio President Linda M. Thor was invited to address Vice President Al Gore and members of President Bill Clinton's cabinet at the "21st Century Skills for 21st Century Jobs Summit" in January 1999.

President Thor's description of the School of Dental Hygiene was satellite broadcast live to 1,000 locations throughout the U.S. In addition, approximately 300 national leaders from business, government and education attended the Washington, D.C. summit.

During the presentation, President Thor highlighted the benefits of the program: its accelerated pace; the 8,200 square-foot state-of-the-art facility; the high starting salaries for graduates; and the partnership aspect.

President Thor was also able to use this conversation with Vice President Gore as a platform to increase awareness that community colleges around the country are able to partner with businesses and private organizations to develop customized occupational training, which meets local workforce development, needs. Here is an excerpt from the transcript of her presentation:

Vice President Gore: *"Congratulations on what you're doing. I think it's a great example. (Applause from audience and Clinton cabinet.) I think there are probably a lot of business CEOs around the country who are listening to this or who engage in conversations like this one and are not really aware of what community colleges can offer them by way of specialized courses that are highly valuable for the men and women who take the courses, but are really targeted to the specific skills that are needed by a potential employer or a profession in that region. How do you go about developing the nature of the course? Are you willing to sit down with the employer and really get highly specific on exactly what kinds of skills you're going to teach?"*

Linda Thor: *"Yes, Mr. Vice President. I think what's really key to the success of these programs is our willingness to customize. And by that I mean we ask the employers what skills do they need and value, we listen to them, and then work with them hand in hand to develop a program that is targeted to their needs and to their employees."*

VP Gore: *"In this case, you are helping your whole state by filling a profession that wasn't adequately filled there. So thank you very much."*

Top 20 in Nation

After just 15 months of operation, the Rio Salado College School of Dental Hygiene was ranked #20 out of more than 200 dental hygiene schools across the country. This ranking was bestowed because 100% of the inaugural class passed the National Board Exams on the first try—an unusual accomplishment.

***The Business Journal* Roundtable**

Partially because of the success of this occupational program, President Linda Thor was invited by a prominent Arizona publication, *The Business Journal*, to participate in a roundtable of community leaders to discuss workforce

development issues. President Thor engaged in dialogues with other community leaders to seek realistic solutions addressing the question of how to upgrade the skills of the incumbent workforce. The entire transcript of the roundtable was published in *The Business Journal*, providing these viewpoints to other community leaders not present.

Community Service

An important component of this program is a dental hygiene clinic that makes it possible for members of the community to obtain low-cost dental hygiene services, such as cleanings, from students, who are supervised by licensed hygienists.

Additional Recognition

In the spring of 2000 the entire campaign for the School of Dental Hygiene received a national "Paragon" Award from the National Council for Marketing and Public Relations (NCMPR) in the "Government Relations" category.

Additional Local Publicity

A three-minute television broadcast in the Phoenix metropolitan area resulted in several hundred phone calls to the School of Dental Hygiene during the next two days, all requesting appointments for the students' dental hygiene services.

Current Status

Now in its third year, this three-way partnership continues its success story. This June, 34 students will be eligible to graduate from the current program. In addition, the Arizona State Dental Association has been so pleased with the results that it has once again partnered with the college. This time the partnership will create a clinical dental assisting program with paid internships, to start in March 2001.

Cooking with Cisco: A Recipe for Success in New Program Development
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The Cisco Networking Academy program provides the opportunity for students to obtain two levels of certification: Cisco Certified Networking Associated (CCNA) and Cisco Certified Networking Professional (CCNP). Both certifications are designed to meet employment standards for the networking/telecommunications industry. Beginning salaries for CCNA's with no work experience, in the Houston Metro area, is between $25,000 and $35,000 per year. The 1999 SANS Institute salary survey indicated that the national average salary for an individual with 3 to 5 years of experience with Cisco IOS (Internet Operating System) is $64,587.

The CCNA curriculum consists of a minimum of 280 contact hours that are spread over 4 courses. The curriculum is roughly divided into router hardware

concepts (approximately 50%) and router operating system concepts (approximately 50%). The curriculum was developed by Cisco, the leading provider of network routers in the world. Students who successfully complete the curriculum can take the Cisco CCNA certification exam.

The Cisco curriculum can only be offered through sites authorized by Cisco. Those authorized sites are called either a Cisco Local Academy or a Cisco Regional Training Academy. Local academies must affiliate with a regional training academy. Regional training academies are responsible for training the trainers and providing technical support to local academies. Tomball College is both a Local Academy and a Regional Academy.

Instructor Training

All instructors teaching in a Cisco Local Academy must become a Cisco Certified Academic Instructor (CCAI) within 24 months of beginning Cisco training. Instructor training is sequential. Each training session must be successfully completed prior to teaching a class. An instructor must be teaching a class module before they begin training on the next sequence. The training sequence consists of three training sessions and requires a minimum commitment of 22 eight-hour days (176 hours of training). The first training session is 8 days long and prepares the instructor to teach Cisco 1. The second training session is 6 days long and prepares the instructor to teach Cisco 2. The third training session is 8 days long and prepares the instructor to teach Cisco 3 & 4. All Cisco Network Academy instructors are required to complete a minimum of 16 hours of training each year as part of Cisco's continuing education opportunities. All instructor training can be completed at a Regional Training Academy

Quality Assurance Plan

All Local and Regional Training Academies must agree to the Cisco Quality Assurance Plan (QAP) before becoming an authorized training site. The QAP outlines the quality standards for instruction and clarifies the roles and responsibilities of all persons related to the Cisco Networking Academy Program.

To Become a Cisco Local Academy:

To become a Cisco Local Academy you must:

1. Affiliate with a Regional Training Academy.
2. Identify a primary contact person for the Local Academy (this can be an instructor).
3. Identify a minimum of two instructors for the program.
4. Agree to the terms in the QAP.

Tomball College Program:

The Cisco CCNA program has been a recipe for success at Tomball College. Tomball College is both a Regional Training Academy and a Local Training Academy. The program at Tomball College consists of four courses that are fast-tracked over nine months. The Tomball College Local Academy is one of the largest in Texas. Tomball College's Local Training Academy has experienced great growth since first offering courses to students in August 1999. The program has provided over 36,000 hours of instruction to 450 enrollments since our opening day and 22 graduates in the first 12 months of operation.

Our growth has resulted in extremely high utilization of our existing facilities. Currently our lab provides training in back-to-back classes from 7:30 a.m. until 10:50 p.m. on Monday through Thursday. On Friday and Saturday our Regional Academy uses the labs from 8:00 a.m. until 5:00 p.m. for train-the-trainer classes.

Tomball College is one of the largest regional training academies in Texas. Currently the Tomball College Regional Academy is responsible for providing training and ascertaining the quality of the instruction at 25 local academies located in 15 high schools, 8 community colleges and 1 university. Tomball College's Regional Academy has trained 58 local academy instructors who have provided training to over 1,050 students (unduplicated headcount).

Pink Flamingos and Mardi Gras:
Strategies for Doubling Your Enrollment in Your Technical Programs

Tomball College
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Contact Person: Jim Simpson

Two plastic pink flamingos, their shiny metal stakes holding them stiff in silent protest, guarded the table in the atrium of the Commons of Tomball College. What were they doing in the commons during registration? They are tacky and silly and have no place in an "institution of higher learning".

When the students left the college after waiting for 2 hours to register, what do you think they remembered? The poster for the government class that was on white plastic with the letters peeling off or the Marketing & Management "booth" with brochures, pink and black balloons, pink flamingos and a banner stating "Get a leg up on the competition: Enroll in marketing and management classes today!"

This example of creative marketing is one element of a multi-faceted, strategic plan that Tomball College Business Division has utilized to successfully to increase both enrollments and graduates in its workforce development programs.

To successfully market technical programs, we had to know our students and what motivated them. Students were studied in depth. Data collection methods included focus groups, enrollment data, trend analysis, surveys, and competitive analysis of the competition.

What is the secret to our enrollment growth? It is a blend of many factors, such as, invitations to area high schools to bring the entire senior class to campus for half a day, bringing that show on the road area high schools, redirecting of advertising dollars to upgrade image. College-wide efforts were directed to increase penetration of the 18-year-old market. Business division faculty participated in an intensive community relation's campaign that put them in face-to-face contact with area high school students and faculty. Our research indicated that if we offered the classes when and where the students wanted them they would enroll.

We asked the students what they wanted to take and when; we offered it and they enrolled. Enrollment exceeded all expectations, in some areas even doubling in one year, the management program enrollment tripled in 18 months. Graduation rates exploded. However, we concluded that the most significant factor in increasing enrollment is the schedule of class offerings. The right "product" has to be in the "right" place at the "right" time and at the "right" price. Some very hard decisions must be made and dramatic shifts in thinking and spending must occur to incorporate these types of changes. Scheduling decisions must be based on the needs of the student, not at the discretion or convenience of the faculty and administrators. This is the most difficult obstacle to overcome within the college structure.

The competition is fierce for the community college student and as we move in to the 21st century it will become critical to offer superior customer service, become a learning partner with our student and capture and keep entering students for more than 12 hours. This competition will produce more efficient, customer oriented, flexible colleges with superior products. The students will have choices like never before and they will take their tuition dollars elsewhere if we don't meet the challenges of their lifestyle and learning needs.

Since the implementation of this simple and cost efficient marketing strategies our enrollments have increased by 124% in less than five years. This represents an average annual growth rate of 25% per year. More importantly, is that the number of graduates has increased from 5 in 1995 to 162 in 2000. Technical graduates at Tomball College now account for over 46% of the total graduates at the college.

Tomball College's marketing of its technical programs has also resulted in national recognition. Our marketing initiatives been named an Institute of Higher Education's 2001 Bellwether Finalist, a League for Innovation's 2000 Exemplary Practice, and a National Institute of Staff and Organizational Development 2000 Best Practice.

The New Imperative: Developing Strategic Alliances to Support High-Technology Workforce Programs

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Community colleges find themselves involved in an increasing number of partnerships with business, industry, school districts, and nonprofit institutions. Community College's have as part of their mission serving:

- Individual students by providing education and training opportunities.
- The community by raising the level of the labor pool and addressing quality of life needs in support of economic development.

We form partnerships in order to accomplish a goal in which a partner's involvement is an integral part of the activity, in order to leverage our resources, or in order to address a community need, which is consistent with our mission.

Partnerships have become an integral part of the community college landscape. Community college leaders are called upon to make partnerships productive and to use them to further the interests of the students, the college, and the community.

A partnership is a relationship of groups associated with one another in an activity of common interest. A strategic alliance is a close relationship of groups formed to advance common interests by pursuing a joint plan of action to accomplish a goal. Strategic alliances have a potentially greater benefit for the college than most partnerships. However, they call for greater professional and institutional investment and necessitate "putting more on the line".

This presentation will outline a major example of a successful strategic alliance at Tomball College and share some caveats and insights about strategic alliances. The alliance involves the economic development partnership for a fast track start-up of new technology programs between city, college, school districts, and the business community.

The alliance initiated at Tomball College is the economic development partnership between the Tomball Economic Development Corporation and Tomball College to fast track the start up of new degrees and certificate programs in the Engineering Technology Program at Tomball College. Local industry was also an active participants in this alliance as the driver for both program need and content. The synergy of these entities working together resulted in:

- The Economic Development Corporation award to Tomball College of $310,000 for technology program development.
- An industry based advisory committee developing the program curriculum at the course competency level in less than two months.
- Fast track approach for state approval by the Texas Higher Education Coordinating Board (THECB).
- Local school districts providing 3,300 square feet of classroom space for the program due to the college's lack of space.
- Program start-up within 10 months of needs assessment.
- The program producing its first graduates within 21 months of the enrollment of the first student.
- Over $80,000 in industry in-kind support (donation of equipment) for the program.
- The development of two international partners to further enhance the program.
- Providing training to the instructors of high technology programs at 10 local school districts, 8 local community colleges, and 1 university.
- Alliance educational institutions providing instruction to over 1,050 students (unduplicated headcount) as of January 01, 2001.

The new program startup process that usually takes a minimum of 18 months when done without an alliance was accomplished in ten months. The key outcome which resulted from this alliance was the realization by the Tomball Economic Development Corporation and city officials that the College is a major economic development resource and can assist in the goals of economic development by providing a highly skilled labor force for the region.

Tomball College also has formed relationships with:

- Local school districts to offer counseling services to help support the three AAS degrees and six certificates that make up the Engineering Technology Program.

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- Local school districts to offer dual credit high school and college credit courses to ensure a seamless transition from high school to college for students enrolled in the Engineering Technology Program.
- Local high schools and community colleges to provide instructor training for instructors teaching technology courses.
- Two international partners to enhance the program by offering student and faculty exchanges.

A successful alliances requires:

- That the college be prepared to undergo some degree of change.
- Some degree of change is needed for all parties involved in an alliance. That change may be substantive.
- That the college must be prepared to modify or increase capacity to handle alliance activities.
- That the college be prepared to alter its normal timeline for projects.
- That the goals of the activity be determined by a joint process.
- That there is commitment to and agreement of mutual strategic objectives.

An alliance is a relationship, which goes beyond partnership in that it addresses the strategic goals of all parties. In the case of the economic development alliance, each participant is meeting some degree of its strategic objectives. The college is achieving our strategic objectives in workforce development and faculty development. The Economic Development Corporation is achieving their goals in upgrading the potential of attracting high technology firms and providing a highly skilled workforce within the community. The school districts are achieving their goals through their ability to provide mobility and seamless educational pathways for their students and training for their instructors. The business community is achieving its goal of having access to a workforce who have the skill sets that were determined by industry.

Tomball College's strategic alliance in Engineering Technology has also resulted in state and national recognition. The Engineering Technology strategic alliance has been named an Institute of Higher Education's 2001 Bellwether Finalist, a League for Innovation's 2000 Exemplary Practice, a National Institute of Staff and Organizational Development 2000 Best Practice. In addition the Texas Higher Education Coordinating Board recognized the Engineering Technology alliance as one of three Model Practices in Texas in their report to the legislature titled *"Expanding the Technology Workforce - Higher Education's Role"*.

Network Wiring/Fiber Optic Cable Training Partnership
Wilbur Wright College
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Two years ago, Wright College's Workforce Training Center responded to the growth in the telecommunication industry by creating a program designed to provide participants with the knowledge and skills necessary to become entry-level

technicians in the Network Cabling industry. Individuals with these skills are attractive to some of the largest employers in the area, the telephone and cable companies. For example, in 2000, the Illinois Commerce Commission expressed significant dissatisfaction with Ameritech's service performance. In response, Ameritech announced plans to hire thousands of new technicians, and brought technicians in from out of state.

Employment projections for the future indicate that career opportunities for trained technicians will continue to increase, while job openings remain unfilled due to the lack of trained candidates. Although employers do conduct lengthy training programs for their new hires, their hiring rate is constrained by the number of individuals they can train. It is expensive and time-consuming for employers to prepare new hires to be able to deliver technical services. The obvious answer is to turn to training experts to provide trained candidates.

With two years experience, Wright is pleased to announce that this innovative program is successful for the students and the employers. Additionally, by Wright's sharing its foray into the telecommunication training business, other colleges can take advantage of the college's "learning opportunities," and adapt similar programs more economically and efficiently.

Wright selected the Introduction to Networking-The Physical Layer, a "hands-on" training curriculum designed by C-Tech Associated in conjunction with Radio Shack for developing an understanding of network wiring and cabling. Wright's Workforce Training Center is a Certified Training Facility. Students who successfully completed the 36-hour course obtained a Network Cabling Specialist certification from C-Tech and Wright College, and were very attractive candidates for entry-level positions paying from $20 thousand to 27 thousand per year.

Classes were marketed through Wright's Workforce Training Center brochure, which is mailed to over 100,000 residents of northwest Chicago and were initiated in 2000. The 36-hour program was offered on Wright's campus during the first year. During that time, 214 individuals participated in the Network Cabling and Fiber Optics training. About 70% of the participants passed the program and earned their certification.

Although Wright does not offer job placement, about 70% of those certified are working today. Most technicians secured employment independently. However, should a student request assistance, the program director will distribute resumes of certified technicians to many of his professional contacts.

During the second year, Wright took the program to Chicago's Lakefront SRO, a not-for-profit organization. Lakefront serves formerly homeless individuals, most of whom are recovering from a substance abuse problem or are ex-offenders. Other clients are residents of the Chicago Housing Authority. In selecting referrals to the program, Lakefront SRO eliminated those clients with a history of felony. (This decision was based on interviews with potential employers, who reject applicants with a felony background. It would be inappropriate to train individuals for an industry that will not hire them.) Lakefront SRO made referrals based on interest and academic ability. Because the training materials require an 8th grade reading and 5th grade math competency, Lakefront SRO administered the TABE test, and referred only qualified clients.

The training was offered at the Lakefront SRO site, which earned high marks from all participants. Students felt comfortable in the familiar environment. Those who

had recovery needs were able to access other services quickly and easily. Because the instructor was on-site, SRO staff were able to meet with the instructor to follow up on participants, and determine whether they needed additional support. Tuition for these participants was paid through funding from the Mayor's Office of Workforce Development; the means for transportation to training was also provided.

While introductory numbers are small, the learning curve for this project was high. In the first class, seven students graduated; two were placed. In the second class, four graduated and all were placed. Overall, the placement rate was 55%. This figure is very significant when examining welfare-to-work programs, in which some funding agencies accept a 25% placement rate.

The program's reputation and success on campus continues to grow, while plans are underway to offer another training class for the Lakefront SRO. Wright has learned that a great deal of the success rate begins at the induction stage of the program. Participants who successfully complete the program and secure employment must understand the nature of the work before they begin the training. The technical aspects of wiring and cabling are challenging. The participants who exceed the academic minimum requirements tend to have more success than those who just meet it. Interest in the industry is a more powerful motivator than interest in a job. Finally, the jobs require physical commitment. Technicians often work in small spaces and must tolerate a dirty work environment. They must also climb and work on poles, in good weather and bad. The most successful students are those who understand the commitment and pursue it with consistency and determination. The opportunities for individuals with these skills are broad, and telecommunication companies prefer to train and promote from within. Thus, securing an entry-level position with one of these employers can be the start of a long, stable and lucrative career.

SECTION III

EXEMPLARY INITIATIVES IN DEVELOPMENTAL EDUCATION

PROGRAM AWARD WINNER

Course Selection Guides for Developmental Students
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Overview And Purpose

Course Selection Guides are advisement tools developed to enhance the motivation, success, and retention of developmental reading and writing students at Heartland Community College (HCC). The guides specify transfer-level courses in which developmental reading and writing students may concurrently enroll and complete with a significant likelihood of success.

The guides were developed as a companion to HCC's Resolution on Entry-Level Assessment and Placement, and they are used in conjunction with the college's Course Development Checklist. Together, these three documents provide the framework under girding HCC's approach to developmental education.

Description

Each Course Selection Guide is an inverted three-tiered triangle: one targets developmental reading while the other addresses developmental writing. Each triangle's tiers are stacked in ascending order according to the progression of courses in the program sequence, and the tiers' arrangement is hierarchical in nature. Students placing into the first course in the sequence (i.e., the lowest tier) may enroll only in the transfer-level courses listed for that particular developmental course. Students placing into the second course in the sequence may enroll in the transfer-level courses specified for that developmental course, presented in the second tier, as well as any courses listed in the first tier. Those students placing into the sequence's third course may enroll in courses designated for that course, listed in the third tier, as well as the those included in the first and the second tiers.

Process

Administrators, faculty, and staff from across the college produced these guides in a collaborate effort which spanned several months. First, the selection tools were developed, and then the selection process was completed. After the construction of the initial guides was finished, a systematic means to review existing guides and include new courses was created.

Development of Selection Tools

Faculty curriculum coordinators for developmental reading and developmental writing courses conferred with faculty colleagues to develop competencies for each course in their respective developmental sequence. Once completed, these competencies enabled faculty curriculum coordinators of transfer-level courses to determine whether a *typical* student enrolled in a given developmental reading or developmental writing course possessed the prerequisite reading and writing skills to successfully complete any given transfer-level course. At the same time, grids were developed to facilitate the identification of courses for inclusion on the guides. Courses were separated into groups according to originating division and placed onto the grid's vertical axis, and the developmental reading and writing courses were placed on the horizontal axis.

Completion of Initial Selection Process

Once completed, the competencies and the grids were presented to faculty curriculum coordinators for transfer-level courses at division meetings, where the Course Selection Guide development process and the philosophy behind it were explained. Faculty curriculum coordinators were asked to familiarize themselves with the reading and writing competencies, then consider the appropriateness of the courses they coordinated for inclusion on either the reading and/or the writing guide. Completed grids were returned to a central location and the results were compiled to produce the Course Selection Guides.

Systematization of Process

The initial selection process considered all courses included in the HCC catalog that was current at the time of the guides' construction. Existing courses change from time to time, as do their prerequisite skills; therefore, the guides are reviewed on an annual basis. Courses under development are automatically considered for inclusion in the guides as part of the course development process due to the recent addition of a related sub-item on the curriculum committee's Course Development Checklist.

Significant Outcomes

The process of developing and implementing the Course Selection Guides has yielded many benefits. Most, but not all, of these were planned. A few of the incidental benefits emerged from the process itself, while others evolved with the passing of time.

Anticipated Outcomes

The principal purpose for the guides' development was to enhance the motivation, success, and retention of HCC's developmental reading and writing students. Their implementation has positively impacted developmental students' satisfaction and motivation, according to anecdotal and observational information gathered to date. Developmental reading and writing students are experiencing increased satisfaction. They are able to maintain a full-time load, if need be, because their enrollment is not restricted to developmental course work. Students also seem to demonstrate greater motivation levels. This could be due to increased chances for success, more immediate integration into the college community, and the opportunity to earn transfer-level credit while completing their developmental s. We believe that institutional research, currently in progress, will confirm

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similar gains in the success and retention of developmental students at HCC as a result of the use of the Course Selection Guides.

Secondly, the Course Selection Guides facilitated the smooth and effective implementation of HCC's mandatory placement policy. Students who place into developmental courses are not allowed to delay remediation, yet they are still able to maintain full-time enrollment if that is what they need to do.

Finally, the guides have made information about reading and writing prerequisites explicit. An icon system is used to indicate, in the catalog and in class schedules, those transfer-level courses in which developmental reading and writing students may enroll (i.e., those courses included on the Course Selection Guides). The absence of an icon indicates that college-level reading and writing skills are required *prior to* enrollment in that course. The presence or absence of that icon is a clear and concrete indicator of the reading and writing skills necessary for success in any given course. In addition, the guides provide advisors with a concrete tool to help students make the best-informed decisions they can make about their course work and their academic endeavors.

Unanticipated Outcomes

Two unanticipated outcomes emerged from the guides' implementation, largely due to the collaborative nature of the undertaking. The process of identifying courses for inclusion on the guides clarified the aims and purposes of developmental education for instructors of non-developmental courses, and it also served to demonstrate developmental instructors' concern for the maintenance of and adherence to rigor and academic standards. These are the same misperceptions and misunderstandings that help fuel the never-ending friction between different factions which have a concern with postsecondary developmental education: developmental and non-developmental educators, politicians and practitioners, and college and external stakeholders. The collaborative effort at Heartland led to increased understanding among all parties involved, and our students reaped the benefits.

Future Directions

At the current time, two improvements to the guides are under consideration: combining the reading and writing triangles into a single matrix and the development of a selection guide for developmental math courses.

The Matrix

Soon after the guides' implementation, academic advisors suggested the development of a matrix to streamline and clarify the advisement process. The matrix would transfer the information contained on the separate, three-tiered triangles to a single 3-by-3 grid. Courses in the developmental reading sequence would be listed horizontally, and the courses in the developmental writing sequence would be listed vertically. The cubes within the matrix would contain the transfer-level courses in which the developmental students could concurrently enroll. The use of this matrix will enable both students and advisors to see, in a single glance, what transfer-level courses may be taken for a student placing into both developmental reading and writing. In comparison, the current two-triangle process seems rather clumsy.

Course Selection Guide for Math

Math prerequisites are clearly-stated and more clear-cut than are those for reading or writing—or that was the thinking, which prevented the simultaneous development of a Course Selection Guide for math. Recently, however, instructors of transfer-level courses outside the math department having math prerequisites (i.e., chemistry, biology, computer science) have begun to discuss the development of a selection guide for math. The construction of a math guide would serve to make math prerequisites explicit, as did the construction of the guides for developmental reading and basic writing.

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The Department of Adult and Developmental Education at Albuquerque TVI Community College: It's About Students!

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Introduction

The Department of Adult and Developmental Education of Albuquerque Technical Vocational Community College (TVI) comprises a number of programs designed to attract and retain students in Adult Basic Education and Developmental Education. TVI is the largest community college in New Mexico, serving approximately 24,000 students. With four campuses in Albuquerque and numerous community sites, TVI houses six instructional departments, including The Department of Adult and Developmental Education (DADE). DADE offers classes at the four TVI campuses, at The University of New Mexico, and over 40 community sites across Albuquerque. Approximately 2,000 students were enrolled in the AE program in Fall 2000 and 5200 in DE for a total of over 7000 students and 12,000 total enrollments.

DADE comprises two instructional components, Adult Education (AE) and Developmental Education (DE). AE serves students interested in improving basic skills, obtaining a GED, or learning English as a Second Language. DE offers preparatory courses in English, Math, Reading, Computers, Sciences, and Occupational disciplines so that students can improve their skills prior to entering freshman courses. Two major avenues are available for students. Traditional preparatory courses for college transfer are currently available. In addition, we are developing alternative courses with topics related to specific occupational interests. Along with our regular classes that have limited enrollments, we offer courses with alternative formats such as individualized open-entry open-exit math, distance learning, learning communities, fast-track, and short courses.

It is not enough to have a wide variety of courses, avenues, and formats available for students. Institutions must provide support for students as well. DADE houses two student support programs, the Assistance Centers for Education (ACE) and the Student Transitional Program (STP), that provide a wide array of student support services and help improve retention and student success. These support systems located within the department make the DADE program unique and extremely successful.

Assistance Centers for Education (ACE)

ACE provides support by offering tutorial services, writing labs, math work stations, tutorial software, web site practice banks, an assessment center, computer lab support, and instructional technicians in the classroom. Although ACE serves the entire institute, several support services are specifically designed for adult basic education and developmental students. Adult basic education students use the Adult Education Learning Center (AELC) where specially trained tutors assist students in learning basic skills and English as a second language.

ESL students also benefit from the language lab in ACE, with interactive capabilities that allow them to practice their skills as instructors listen.

Students in developmental classes benefit from the Writing and Reading Assistance Center (WRAC), the Math Learning Center (MLC), and the Math Applications Learning Labs (MALL). Tutors in these centers have years of experience and are specifically trained to work with developmental students. Students go to the labs for hands-on work with math manipulatives, individualized tutoring, and assistance with writing projects. A supplemental instruction (SI) program is currently being developed, modeled after other successful programs around the country.

ACE also provides five computer classroom labs that are specifically for AE and DE students and a large open lab that serves the institute and community. The computer classrooms serve hundreds of students per day, providing instructional support for the various disciplines as well as drop-in usage for students.

Student Transitional Program (STP)

The Student Transitional Program (STP) is a relatively new component that is currently being developed in DADE to provide even more support for our students and enhance their transition to other departments in the institute. Within the program we have established an achievement coach dedicated to helping student retention, a peer mentoring program, a student recognition component, and active recruitment. In addition, we are currently developing a partnership program and a tracking system that provides information on the progress and destination of AE and DE students, so that we can have feedback on student success.

The achievement coach position was created to develop intervention activities to improve retention of students. Included are class visits, workshops on goal setting and career planning, and working with instructors to ensure that students' special needs are met. In addition, a mentoring program has been established that involves student peers who conduct outreach and provide assistance to students. Working with the achievement coach, peer mentors are used as a way of reaching all students, either through classroom visits or by office appointment. They provide information to students, contacts in the community, and overall support.

Student recognition is an important component of the STP program. Through faculty nominations, AE and DE students are recognized at a student awards ceremony held each semester. In addition, we sponsor an annual statewide GED graduation ceremony for students who have achieved their GED. These types of recognition efforts have been very successful in allowing students and their friends and families to celebrate their achievements and encourage them to pursue their education.

Currently underway is the development of the DADE partnership system, whereby students are paired with institute-wide volunteers who provide support and act as connections to other parts of the college for DADE students. An inclusive project, this program will involve staff, faculty, and administrators in an effort to provide the support needed for students in our large metropolitan commuter environment.

Summary

The structure of the department, the types of courses offered, and the learning support provided in DADE all contribute in a positive way to our students' many

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successes. However, we would not be as effective as we are without the tremendous contribution of our faculty. The faculty in DADE provide a student-centered focus on learning that is a "culture" in our department. Faculty involvement in hiring excellent instructors and participating in the instructor mentoring program contribute to an atmosphere of excellence. In addition, curriculum development initiatives, using technology to enhance learning, benchmarking efforts, and overall dedication to our students make our programs and the department successful. Moreover, they allow our students to experience success.

Student Success Linked Courses
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Contact Person: Bonnie C. Suderman

Bakersfield College is one of the oldest Community Colleges in California. It is richly diverse—serving an ethnically varied population from both rural and urban communities. Yet Bakersfield College has definite challenges to face. The numbers of students under-prepared to meet the demands of a difficult college curriculum have grown steadily, and new welfare to work initiatives in California have produced an additional influx of students who lack the academic skills to succeed. Of course, the lack of preparedness has a great impact on course retention and success. The Academic Development Department at Bakersfield College has offered a wide range of student support programs to assist these at-risk students in the past, but in order to meet our campus wide goals of increased retention and success, a new series of Student Success courses have been designed and implemented.

Innovations

To date we have found only two other institutions in the nation with linked support courses; however, the new instructor/tutor design is unique to Bakersfield College.

Program and Results

Student Success courses are truly a collaborative effort between different departments at Bakersfield College. Instructors from both the Academic Development Department and the core discipline utilize their knowledge and experience to design a course that will concentrate on the skills necessary for success in that particular course, in addition to helping develop the individual's potential as a life-long student and productive worker. Basic study skills such as time management, individual learning styles, note taking, textbook reading, and study and test-taking are adapted to the requirements of the core course to produce instruction specifically designed to increase the success rate of the at-risk student.

One strength of the Student Success program is its adaptability. Care is taken with each course to meet the specific needs of the target student body, and great

flexibility is utilized to accomplish this. For instance, the four Student Success Courses offered at this time each have a unique format and set of goals.

1. *Early Childcare Education Employment Readiness Academy*
   Student Success in Childcare is a support course linked directly with the Early Childhood Education Employment Readiness Academy, a one-semester, 18 week program which prepares students for a teaching position in a private school, a childcare center, or an Associate Teacher position in a subsidized preschool or childcare center. This rigorous academy includes 15-17 units of college coursework as well as 12 hours per week of work experience. Because the students in this academy have a wide range of educational abilities and experience, this support course is a 3 unit, mandatory part of the academy, supporting all six of the Childhood Development courses in which the students are enrolled. Success: In Spring 1998-Spring 2000, student enrolled in Student Success in Childcare had a 7-16% higher retention rate than those students not enrolled, as well as an 8-22% higher success rate.

2. *Certified Nursing Assistant Academy*
   The Student Success in CNA linked course is a support course designed for students enrolled in the Certified Nursing Assistant Academy. This course teaches life-long learning skills that help students succeed in their current academic, and hopefully, their future learning situation. Success: to date, all of the CNA students, who completed the program and have taken the state certification exam have passed, (no like programs exist, thus comparisons are impossible). Anecdotal records indicate that students have been mostly to very satisfied with what they have learned through this course.

3. *Student Success in History*
   This course is linked to History 17A, a large, high-risk course. The Student Success course is offered twice for half a semester each, and students are allowed to take both sections. The learning specialist attends the History 17A class and meets with the students after the course where they compare notes for the day and learn necessary study strategies. One of the strongest aspects of this course is that the History instructors donate their time and attend the Student Success course, allowing the students to have direct access for additional explanation. Success: In Fall 2000, those students who passed in Student Success in History had a 13% higher retention rate and a 19% higher success rate than those taking History 17A alone.

4. *Student Success in Psychology*
   Psychology 1A is similar to History 17A in that it is high-risk, requiring demanding levels of study skills. Student Success in Psychology is offered twice a semester for six weeks each. Success: in Fall 2000, those students enrolled in this support course had a 1% higher retention rate but a 31% higher success rate than those enrolled only in Psychology 1A.

New Course: Student Success in Mathematics
A new course, Student Success in Mathematics, will begin in January 2001. This course will be team taught by a learning specialist and a mathematics instructor. One of the most exciting aspects of this course is its design—the students meet for six weeks with the instructors then complete the semester under the guidance of trained group tutors. This new format is designed to encourage the participation of more students through a shortened class

time commitment, while supplying continued support throughout the remainder of the semester. Instruction from a learning specialist is accessible to more students because the specialist is free to teach additional student success courses, and the tutoring component continues support while at the same time being more cost effective than utilizing the learning specialist the entire semester. Thus, more students are serviced at a lower cost.

Adaptability to Other Institutions

Student Success courses are easily adaptable to other campuses. While keeping in mind the distinct needs of students in a particular core discipline, and utilizing the expertise of both a learning specialist and the core course instructor, effective student success courses can be designed for each particular institution. In addition, as courses and programs change, student success courses can be easily modified to maintain the necessary student support.

Algebra For Students With Learning Disabilities
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Bergen Community College (BCC), like many schools and colleges, is facing the growing challenge of providing appropriate instruction for students with learning disabilities. Such accommodations as tutoring, untimed testing, note-takers, and readers have been used with some success. However, these accommodations are insufficient to ensure success in mathematics courses for most students with learning disabilities.

A disproportionate number of students with learning disabilities enrolled at BCC have graduated from high school with little exposure to algebraic concepts. Yet, if they are enrolled in a degree program, they must successfully complete a basic algebra requirement. With the population of such students increasing each year, restructuring the classroom environment to meet the needs and learning styles of these students has become necessary.

In order to provide for these special needs, sections of elementary algebra—designated for LD students only—are offered at BCC. The purpose of these dedicated sections is to establish a classroom environment that promotes learning without compromising the content of the course and the standards of the mathematics department. Students enrolled in these designated sections of algebra find the homogeneous class to be comfortable, non-threatening, and supportive. A spirit of cooperation develops. Students no longer feel like the "dummies" of the class. As a result, students are free to ask and answer questions, as well as to help their classmates.

How do these LD sections of algebra differ from other sections of the same course?

- The classroom setting is highly structured and well organized, with specific short-term goals.

- Class size is limited to 20, rather than the typical 35-student class, often with a tutor from the Tutoring Center in the classroom, so that individual and/or small group instruction can be provided when necessary.
- Classes meet for 60 minutes rather than the typical 80 minutes or 120 minutes, with activities varying from instruction and discussion to board work and group assignments.
- One additional class meeting is scheduled each week in order to provide more time on task, as well as the additional time needed for testing in the classroom.
- Tests/retests can be taken during the instructor's office hours rather than in the Testing Center so that students can test at the blackboard when needed and verbalize their thoughts when necessary.
- Classroom instruction is adapted to the learning styles of the students.
- Study skills, including continuous review, are stressed. Students are also encouraged to use a "data dump" (i.e., to list reminders and important formulas on the test sheet from memory before beginning a test).

For most LD students, it is the learning disability and not the subject matter that interferes with the learning process. Therefore, in order to level the playing field, instruction in the LD algebra class emphasizes techniques that allow students to circumvent their learning disabilities and focus on the learning of algebra. To accomplish this end, individual teaching and learning strategies are developed cooperatively by the instructor and the student.

Modes of instruction, emphasizing the proper reading and writing of mathematics, are an integral part of the course. In order to work with algebraic expressions, students must be able to distinguish between the terms and the factors comprising an expression. To avoid errors in simplifying expressions, students must develop the ability to write out their work one-step-at-a-time. When working with applications, a correct reading of the words of the problem and an accurate mathematical representation of the meaning of the words are prerequisite to solving the problem.

Many of the teaching and learning strategies developed emphasize the use of color and/or space. Colored pencils or pens are used to highlight items that might be visually misinterpreted, thereby minimizing errors in copying and inaccurate reading. Color is also used to focus a student's attention to a particular area of weakness. The appropriate use of space can be a significant aid to the LD student. Increasing the working space by using large sheets of paper or a large blackboard helps students organize their work. Limiting problems to one per page avoids distractions. Subdividing a page so that subtasks are separated from the main procedure of the problem organizes students' work and permits them to focus on individual tasks.

Many of the problems encountered by the LD student in learning algebra are similar to those of the general population, only more pronounced. Thus, many of the strategies used in these dedicated sections of algebra are applicable to all students; they are just good teaching and learning techniques.

Student responses to surveys conducted at the end of each semester indicate that a dedicated section of algebra worked positively for these LD students. Success rates in all classes were very good; most students were retained and made significant progress in their mastery of algebra. Most importantly, passing rates for all the LD algebra classes (ranging from 60% to 80%) were equal to or better than the overall passing rates for comparable courses.

What made the difference for these LD students?

- The small class size permitted one-on-one instruction with an emphasis on individual learning strategies.
- The shorter class meeting time, combined with variations in topics and activities, allowed students to maintain focus.
- Homogeneous grouping resulted in a non-threatening, cooperative environment.
- Students supported each other in their learning because they were comfortable with one another.
- The instructor, believing that these students could be successful, provided encouragement and outside support.

Students with little exposure to algebra enter the LD algebra class scared, knowing that passing the algebra course is crucial to receiving an Associate Degree. With hard work in an environment that is conducive to their learning, these students with learning disabilities have demonstrated that they can be successful in the study of mathematics by developing and using strategies that focus on their strengths. More important, they feel better about themselves both as students and as individuals.

Home Education And Learning Program
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The Home Education and Learning Program (HELP) is an adult basic education and workforce development training program managed by Bristol Community College (BCC) in Fall River, Massachusetts in partnership with the Fall River Area Workforce Investment Board and its service delivery agency, Bristol County Training Consortium. This project meets the criteria of the Federal Workforce Investment Act and is funded with post-employment welfare-to-work dollars.

In February of 2000, Bristol Community College received a grant of $194,655 to provide home education to thirty-five individuals who met welfare-to-work eligibility criteria for post-employment training. Bristol Community College's proposal included a model of education that combined individual assessment; computerized instruction, and weekly home-tutoring services focused on basic skills remediation and business office applications. Program participants receive four hours of home tutoring per week, per person, in basic computer skills, Windows 98, Microsoft Office 2000, high school equivalency (GED) preparation, and skills upgrading in reading, writing and math. The most unique aspect of this program is that each participant becomes the owner of a desktop computer complete with software applications for self-paced use. In addition, students receive an individual education plan, home tutoring tailored to address academic weaknesses, computer instruction focused on office and Internet proficiencies, and linkages to distance learning opportunities.

This home learning model effectively addresses three major barriers that prevent participants from accessing continued education and training: the inability to find

and/or afford childcare during non-working hours, lack of transportation, and lack of time to attend scheduled classes. To overcome these barriers, the HELP initiative takes schooling to the student and provides the training tools for use right in the home.

According to Federal Adult Basic Education guidelines, 1% of the pilot-program participants were identified as English for Speakers of Other Languages (ESOL), 49% were identified as Adult Basic Education (ABE) level, 35% were at the Adult Secondary Education (ASE) level, and 15% had high school diplomas. The assessment process included a workplace needs analysis, a computer skills analysis, and a life goals survey. All participants worked in entry-level positions for manufacturing companies, service industries, and health care facilities. Eighty-five percent had no previous computer experience and the majority indicated that job retention and increased earning potential were major goals. Seventy percent were from a population considered the hardest to keep employed because in addition to having marginal workplace skills they also had significant personal barriers to employment. Most participants earned minimum wage.

BCC was the perfect place to launch this initiative. The resources required to make a success of this program were available in one place from personnel to technological support. The college, through state and federal grant programs, employs many Adult Basic Education professionals. The on-campus System for Adult Basic Education Support (SABES), a Massachusetts Department of Education funded initiative, provided the resource materials and professional development training for the HELP staff. WEBCT is available through Bristol's Center for Distance Learning. The HELP staff is working closely with the Director of Distance Learning to establish a Home Education and Learning Community web site for implementation of a full distance-learning program.

The HELP program organizational structure includes a full-time Director/ Computer Specialist, full-time Assistant Director of Adult Basic Education Services, and six part-time home instructors. Program staff meetings are held monthly and all staff participate in quarterly professional development activities.

The HELP initiative demonstrated many exemplary successes. The following profiles indicate that personal motivation combined with individual instruction can yield impressive results: Maria, an ESOL student, eventually wanted to work in an office. Her education plan included MS Office 2000 skills using a Spanish text with exercises in English. Her Internet training allowed her to use Parlo.com, a web site where she could study English. In twelve months, she completed MS Office studies and could speak English well enough to no longer need a translator. Maria is currently seeking an office position in the Spanish community and is continuing her ESOL studies on a distance-learning basis.

Carl, an ASE learner, began the program with a 12.9 reading level and a 6.7 math level. He completed MS Office studies, GED preparation studies and passed the GED exam. He decided to seek a career change and moved from a position as a buffer/waxer to a security guard. Later, he applied and successfully passed the Massachusetts state exam for corrections officers.

Anna, an ABE learner, completed her basic computer studies and started preparing for the GED. A short while into the program she decided that upgrading her job should take priority and she turned her attention to MS Office. At the end of twelve months she secured a position as an office assistant with a 12% pay increase over her previous job and benefits. Anna will continue with the HELP

project on a distance-learning basis to obtain her GED. Anna demonstrated the ability to identify and accomplish short-term career objectives while pursuing her education. Her long-term goal is to obtain a college degree in Business Administration.

The HELP program has been refunded for another year. The fiscal year 2000 goals include, a fully operational web site, which will be the main conduit for communication between staff, students and tutors. In addition to our bi-monthly support group meetings with students, threaded discussion groups online will also be offered. By increasing the linkages to community college offerings, Bristol Community College hopes to expand significantly the avenues of learning for all community members.

Academic Center at Carroll Community College
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Higher education today faces a daunting challenge. There exists growing pressure to phase out developmental education at the four-year colleges and universities. It appears that the community college will be the site for this instructional change in the 21st century. Not only are these students underprepared for the academic challenges of higher education; they are underprepared for the myriad of social and economic challenges that also await them in the workplace.

Inherent in this challenge is a sense of urgency. Lucas (1996) in Crisis in the Academy reported that although 75 percent of community college students claim their goal is a bachelor's degree, fewer than one in five would reach that goal. For many of these students simply acquiring basic skills that will serve in the workplace constitutes a race against time. Instead of resting on our professional laurels and hoping that these students will develop the needed skills over time, the community college needs to explore the value of teaching underprepared students the strategies that spell success immediately upon entering college.

For the reasons delineated above, the Academic Center at Carroll Community College is the very heart of this institution committed to facilitating learning and monitoring student success. The College is located in a rural setting on the perimeter of the Baltimore-Washington metropolitan area and services a diverse population of approximately 3,000 students ranging in age from 16 to 65+. The Academic Center is unique in that it serves the entire college population. It provides tutorial services in all subject areas, academic counseling for organizational and study skills, lab support, ESL services, the Honors Program, computer tutorials, a writing center, and modifications for the learning and physically disabled. Finally, the Center houses the developmental education department. This holistic concept that encourages "one stop shopping" for academic assistance has become one of the most frequented areas in the College. Over 12,000 students, ranging from honors students to developmental students, visited the Academic Center in the 1999-2000 academic year. This program has to be very beneficial as one of the prime retention efforts of the College.

Seventy-four percent of students who requested tutoring services and claimed that they were failing the course passed with a grade of C or better. The study described below is a small part of an ongoing effort of Carroll Community College's Academic Center to address the needs of first-year college students and provide co-curricular academic support. The professionals in the Center are constantly assessing the outcomes of the numerous programs serving developmental students. Therefore, this study focused on helping beginning college students develop a self-awareness of what they know, what they don't know, and what they need to know when reading.

To assist these students, the Academic Center faculty designed the study, as part of the mission of the Center, to explore the metacognitive awareness and reading comprehension of the College's freshmen. The three groups of beginning freshmen were students required to take a developmental reading course, students required to take a transitional content area reading course, and students assessed as having college-level reading skills. Research and the experience of faculty in the Academic Services department indicate that underprepared freshmen lack the metacognitive and reading comprehension skills that are critical for academic success in college. Questions also exist about whether it is realistic to expect underprepared college freshmen to develop these skills after only one semester of instruction. In addition, this study questioned if college-ready instruction can demonstrate gains in these skills simply through exposure to college academics.

Quantitative and qualitative data were gathered pre- and post-semester from the three participant groups of developmental reading students, transitional reading students, and college-ready freshmen. Students in both of the reading courses received instruction targeted at metacognitive awareness and strategic reading. On the other hand, the college-ready students, enrolled in freshmen composition, received no direct instruction in these reading skills. Data were gathered from a standardized reading comprehension test, a survey measuring self-reports of metacognitive awareness, and interviews.

Analyses revealed gains post-semester for developmental and transitional reading freshmen in metacognitive awareness and in reading comprehension; however, college-ready freshmen demonstrated little or no change in these skills. At the end of the semester, the group of developmental students recorded a post-test grade equivalent score of 11.7 (as compared to 7.54 pre-test score), while the group of transitional students scored a post-test 14.5 grade equivalent (as compared to 10.21 pre-test score) in reading comprehension. The gain scores pre-to post- were statistically significant for both groups. The college-ready students scored 14.9 grade equivalent (as compared to 13.50 pre-test score), a gain from their pre-test score, however, not a statistically significant difference. An interesting result of this phase of the study is that the transitional group's comprehension score post-semester (14.5; 51.7) paralleled that of the college-ready group (14.9; 53.6). It would appear that the transitional students would begin their second semester in college comprehending at approximately the same level as their college-ready peers. Moreover, the developmental and transitional students demonstrated statistically significant gains in metacognitive awareness, while the college-ready students demonstrated no gain and, in some cases, regressed in this skill.

An examination of the course curricula used in this study revealed a heavy integration of the writing and reading components. Throughout the semester, writing facilitated strategy development and metacognition. Again, this integration is consistent with the research that demonstrates that teaming or pairing the two disciplines, reading and writing, requires students to integrate task and strategy,

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thereby activating metacognition (Bartholomae & Petrosky, 1986; Kennedy, 1985; McGiny, 1992).

As a result of this study, the Academic Services team continues to provide early and effective intervention aimed at developing students' comprehension and metacognitive awareness skills and motivation. The faculty has also paired reading and writing courses based on a community of learners model. Professors and professional tutors emphasize strategy instruction by providing a number of strategies, helping students build reflection into the process of learning, being explicit about how students learn, and tying students' self-understanding of themselves as learners into the strategies chosen. As a result, students develop a repertoire of strategies, enabling them to become self-aware of what they know, what they don't know, and what they need to know. In helping students develop their own set of strategies, students are encouraged develop a clear understanding of knowing when, how, and why they use these strategies in all their academic coursework.

The most powerful finding in this study and in the work of the Academic Center at Carroll Community College is that students do benefit from intense instruction targeted at metacognitive awareness and comprehension building at the beginning of their college experience. The results of Carroll Community College's study suggest that after one semester, these once underprepared students are ready to join their peers in mainstream classes and should be able to handle the academic demands of college. Implicit in this conclusion is the call for early and effective intervention aimed at developing students' comprehension and metacognitive skills. Visionaries such as Curtis Miles at the Center for Reasoning Studies, Piedmont Technical College, and John Chaffie, director of Creative and Critical Thinking Studies at LaGuardia Community College, argue that cognitive skills are the very essence of a successful reading course and within the reach of the underprepared student. Developmental or transitional programs of the future must steer away from rote-learning, isolated skills training, and memorization of isolated facts (Spann and McCrimmon, 1994). Carroll Community College's Academic Center confirms the value of providing freshmen with intensive learning experiences in their first semester and helping to validate the new look of developmental and transitional education.

Charlotte Reads: A Community-wide Literacy Initiative

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Central Piedmont Community College led a coordinated literacy initiative to provide literacy-related services in Charlotte, N.C. to children (ages 6 months to five years), families transitioning from public assistance to the workforce, and under-skilled adults. Funding provided from the Knight Foundation in June, 1998 created an opportunity in Charlotte for Reach Out and Read, National Center for Family Literacy, and other local leaders to engage in a dialogue, explore how the community can have a greater impact in advancing literacy in Charlotte, [illegible] and the literacy-related needs existing in Charlotte, and gain insight in the

interest level across sectors in elevating literacy to a high priority cause in the community. DCA, Inc., (a consulting firm specializing in advancing social causes) conducted an environmental scan, interviewed local leaders in the nonprofit, corporate, philanthropic, and public sectors, and brought together community leaders and front-line service providers to discuss the issue.

This process revealed: 1) there are substantial literacy-related services in Charlotte particularly for school age children, however, Charlotte has very few literacy initiatives aimed at the early childhood age group (0-5 years,), families transitioning from public assistance to the workforce, and under-skilled adults. 2) There is no city-wide blueprint for literacy development. 3) Across sectors, literacy development is voiced as a high civic priority and community leaders view it as the most important strategy for developing a larger qualified workforce. 4) The community's rich history of collaboration between the public, nonprofit and business sector provides an opportunity to broaden and intensify literacy development in Charlotte.

With continued funding from the Knight Foundation, a multi-institutional literacy working group, chaired by Central Piedmont Community College, was formed to create a county-wide, five year literacy plan to reach populations identified in need of increased services—young children, families and under-skilled adults and/or those transitioning to the workforce. In July 2000 the plan was presented to a leadership group, chaired by Peter Ridder of The Charlotte Observer and comprised of leaders in the public and private sector. It was unanimously supported.

Funding was requested from the John S. and James L. Knight Foundation to support staffing positions to enable key participating organizations to coordinate implementation of the plan and for initial marketing support to raise awareness of the issue within the community. The plan focuses on populations identified most in need of literacy services—children ages 6 months to 5 years, families, and under-skilled adults. The vision is all residents of Charlotte-Mecklenburg County have the literacy skills they need to succeed in their education, contribute to the economy and community, and have an enhanced quality of life. It has the following goals:

1. Every child in Charlotte-Mecklenburg will start kindergarten with the age-appropriate skills and experiences necessary to be successful in school.
2. Children will be performing at or above grade level in core subject areas at each of the key educational gateways (3rd, 5th, 8th, and 10th grades).
3. Charlotte-Mecklenburg will have a workforce that has the basic communication, reading, writing, mathematical and critical thinking skills necessary to adapt to a rapidly changing workplace.

To achieve these goals, the plan outlines four key strategies to implement over the next five years:

1. Bring to scale the Bright Beginnings program to ensure it is accessible for all four year-olds in Charlotte-Mecklenburg who have a demonstrated educational need.
2. Expand Reach Out and Read to serve 30,000 children ages six months to five years annually in seven clinics and practices that serve low-income families.
3. Double the number of family literacy sites from three to six.
4. Increase by five-fold (from 350 to 1800 annually) the number of adults receiving workplace basic skills training.

For each strategy, lead institutions are recruited, budget needs determined, success indicators identified, and potential advocates and sources of funding identified. To measure the overall success of the plan, a literacy index will be developed that will be a composite of readily-attainable data that together provides a snapshot of how Charlotte is advancing.

To ensure the plan succeeds, the literacy plan is a collaborative effort spearheaded within the community with a proposed organizational structure. Four leading institutions (Charlotte Chamber, Charlotte-Mecklenburg Schools, Reach Out and Read and Central Piedmont Community College) will each be responsible for implementing expansion of services in its respective area. The literacy working group that developed the plan will continue to meet to review progress, address barriers and develop strategies for implementation. A leadership committee comprised of community leaders across sectors will provide oversight and resource development. The leadership committee will report to Advantage Carolina, where this initiative will be housed. This plan is now a formal initiative of Advantage Carolina, an effort managed by the Charlotte Chamber of Commerce to develop and guide implementation of concrete action initiatives designed to boost the economy and improve the quality of life for all.

Block Programming Team
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Many learners face immediate barriers as they enter the college arena. They are faced with financial aid questions, scheduling dilemmas, and a sense of being overwhelmed by the responsibilities challenging them in this new endeavor. The Block Program, an internal partnership of the Developmental Education Department, the COMPASS Lab, the Counseling Center, and the Office of Financial Aid, provided our learners with a support network that was established *prior* to their first day of classes. Faculty and staff from these areas conducted a new form of registration Autumn Quarter 1999 for first-quarter college students. This Block Program allowed learners who placed into two or more developmental courses to register in a block of classes with three instructors who worked closely together to monitor the progress of each learner in the classes.

To make this possible, representatives from the COMPASS Lab and the Counseling Center as well as the Financial Aid office worked with the Developmental Education counselor to coordinate placement results and scheduling. Developmental Education faculty and counselor then worked diligently to build communication among learners, instructors, and staff within and outside the department to help prevent anything that might hinder academic success. It was evident that communication was also enhanced among academic departments as the writing instructor continued with this group, teaching in the Communication Skills Department during the second and third quarters of the writing sequence. Thus, for the learners who chose to participate, this program created the strongest beginning experience possible, moving beyond a single

component such as the classroom or the registration process. This holistic approach helped this group find academic success.

In addition to traditional assessment, an informal survey was conducted among participants assessing their attitudes regarding the Block Program. Responses from the 12 surveys revealed the following:

- Learners chose the Block Program primarily because they thought they would receive better advising
- Learners found instructors in the Block Program were sensitive to the backgrounds and needs of individual learners
- Learners intended to enroll at Columbus State Community College for the next quarter as well as complete a degree at the College
- 83.3% of learners wanted to participate the subsequent quarter
- 83.3% of learners would recommend the program to other new learners
- 50% of learners thought the Block Program should be required for all entering freshmen
- Most of the learners were employed, working 11-20 hours per week
- None of the learners worked on campus
- Primary financial resources included jobs, grants, and money from family

An exercise in the writing class, asking the learners to discuss their perceptions of the Block Program, also revealed the following:

- "I like the program. It is making college easier for me to do. Having the same people in my classes makes it so I (am) not uptight around different people. The instructors in the classes all know one another and that's good. Having your teachers on the same page is good for students. Being in the program is a good start for me moving on to the next step in life."

- "My first week in the block program I really felt stupid. At first is was very boring because I felt like I was back in kindergarten again. But then as I started to realize that since graduating in 1993 that I have forgotten a lot of important steps in learning. Now I am realizing that I need every skill that the block program has to offer in order to even think about being successful in my major. So far I am really enjoying math. Math was always my favorite subject. I was also unaware of how long I was going to be in the program, but it doesn't matter when I'm learning something I need to know."

- "I really enjoy the program because the classes are not big and the teachers really focus on myself and the others in the classes. All of my teachers are very good. They all know what is going on, and they do a very good job teaching. I needed someone that knows how I learn the best and I believe my teachers...can do that."

From the follow-up data of our 15 students, we can report the following retention statistics:

- Consecutive quarter retention
  - Autumn 1999 to Winter 2000 retention: 66.7%
  - Winter 2000 to Spring 2000 retention: 80.0%

- Annual retention
  - Autumn 1999 to Autumn 2000 retention: 60.0%

Block Programming is a retention strategy. The intention of the Block Program was to foster a learning community for learners who many would label "at risk". This directly addresses Columbus State Community College's second Institutional Goal "to provide a learner-centered environment that provides the support services which assure that learners attain their educational goals." It also speaks to the mission of the College in meeting the needs of the community. We were able to provide a support system for first-quarter learners who were not academically prepared for college-level course work.

FACE TO FACE: A Program to Integrate International Students

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Valuable educational opportunities exist for partnering the global student population in the increasingly culturally diverse community colleges of the 21st century. Creating and pursuing student exchanges prepare students to be effective world citizens. Since 1997, the Departments of Modern Languages and the English Language Institute at Daytona Beach Community College have led a concerted effort to incorporate creative academic and cultural activities into the curricula. The program's goals are to enrich and diversify the cultural, educational, and language experiences for the college's international students, defined as American and foreign students.

Exchanges are tied to course work guided by teacher-organized interview sessions that allow students to concentrate on content in a formal setting. Instructors across varying disciplines arrange the sessions. For example, an instructor of a world religion course and an instructor of an English language communication course meet to determine the specific goals and assessment criteria. They may elect to concentrate on Islam if the English language course is heavily populated with students from the Middle East. After the objectives are identified, the instructors author a questionnaire as a guide to facilitate the students' interview session. Before the actual meeting, each instructor discusses the exchange with his/her students. In this manner, students will have defined expectations from the instructor. Instructors also encourage students to formulate personal expectations. The session occurs during a scheduled class period or a mutually agreeable time and place. Following the interview session, students may be required to make an appropriate journal entry, present orally their reactions, or use the information gained in the interview as a source for a research project. Once the interviews are conducted and the final reports are given, the task is completed. Too, students now have a first-hand experience upon which to formulate an opinion of the global community. The opportunity to dispute myths has been given. A meaningful learning opportunity has occurred.

Once a formal face-to-face exchange has taken place, we have found that DBCC's American and foreign students are more likely to participate in informal social and cultural activities scheduled on campus. There is greater student involvement in

college-sponsored activities such as cultural festivals, Global Friends International Student Organization, film festivals, language clubs, and intramural sports. In short, the formal educational experience acts as an icebreaker providing an exciting learning event and an increased awareness of and appreciation for the international peer. A true sense of community begins to develop. Furthermore, we have provided the students a forum for the exchange of culture and for the foreign students, the opportunity for practical application of their emerging English language skills.

Partnerships that have been developed at DBCC include the following:

- ELI/QUANTA International Friends' Project: American and foreign students adopt a partner for a semester of cultural exchange and enrichment.
- Modern Languages/Peer Connection: Spanish and French classes are paired with ESL classes for language practice.
- Conversation Partners: Interested American and foreign students sign-up for a conversation partner.
- ELI/Court Reporting Technology: ESL students act as script readers of actual court documents thus providing the machine shorthand students the occasion to refine the skill of listening to international accents.
- ELI/Journalism: Foreign students are interviewed for feature articles in the student newspaper *In Motion*.
- ELI/Technical Ethics—EGS 2650: Issues relative to employment are discussed.
- ELI/Human Services: Cultural topics related to eye contact, physical space, greetings, and expression of empathy are discussed from the foreign students' view and shared with American students studying in the counseling field.
- ELI/Student Success – SLS 1122: Issues of cultural diversity are discussed.
- ELI/World Religion – REA 2300: A unique bridge from text to small group conversations permits exploration of other religious beliefs and rites.
- ELI/Teaching Diverse Populations – EDG 2701: Education majors observe a multi-ethnic class studying the English language.
- E-mail Friends: A creative connection designed to link students at different campus sites. For the ESL student, this provides a fun way to use the developing written expressive skills.

Partnerships in development include CGS 2100 Computers in Business and ENC 1121 College Composition Honors. In addition, a program to involve the local community with foreign students is being created. *American Welcome Program* is DBCC's invitation to area citizens to extend a welcome to the college's foreign students by inviting a student for an afternoon event, family dinner, or holiday celebration.

The advantages are clear. Students learn about one another's culture; foreign students practice their English language skills. Friendships begin; global identity becomes a progressive reality.

TAP: The Transfer Achievement Program:
Promoting Academic Quality and Student Success

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The Fullerton College Transfer Achievement Program focuses on assisting under prepared students who have expressed the goal to transfer to a four-year institution. The program grew out of a concern about the disheartening data on our students who enter the College at the developmental level. In 1994, a study showed that the persistence and success rates of the cohort were not acceptable. Only thirty-five percent remained at Fullerton College in the fourth semester of their studies. Most had left college altogether. In search of a response, an ad hoc committee of administrators, faculty, counselors, and students developed a comprehensive approach to enhance motivation among these students and to assist them to make timely progress toward their goals to transfer. We did a great deal of research, studying experts in the field and visiting campuses that had a variety of programs for under prepared students. We were encouraged by the possibilities.

We began to develop several paradigms, gradually refining the components into TAP, the Transfer Achievement Program. The program encompasses recruitment, curriculum development, pedagogy, extracurricular activities, support services, learning communities, and work opportunities on campus for students. Early intervention and careful monitoring let students know quickly that we.are committed to their success. Abundant resources for academic support are integral to the program.

Key features of TAP include a careful recruitment process. TAP students visit developmental English and reading classes to introduce the features of the program. Students who express interest are then invited to general orientation sessions led by TAP counselors. After they learn more about the program, those students who are interested can complete the application and meet individually with a counselor who sets up the academic plan that includes TAP English, TAP math, and counseling classes as well as main stream classes. Before the semester begins, students and family members involved in the student's college experience are required to attend an informational session that includes motivational speakers, an explanation of the college experience, introduction of faculty and counselors, a campus tour, and some socializing. By the first day of classes, TAP students know where to park, how to get to their classes, and how to get off to a good start. Thus, they avoid many of the first day frustrations.

In the TAP math, TAP English, and TAP speech classes, there is an additional hour each week of supplemental instruction. The class is divided in half, one half staying for the additional hour after the first class session each week; the second half staying after the second class session each week. A student, usually a TAP student who has successfully completed the class, teaches the supplemental instruction. The student facilitator works with the instructor designing activities to strengthen the lesson of the week. Student facilitators are trained by the TAP Student Facilitator Coordinator. The facilitators meet every other week throughout the semester to discuss common challenges and successes related to their supplemental instruction hours. Somewhat apprehensive about student reactions

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to the extra hour, we are thrilled that students really like the supplemental instruction and have even asked for the additional hour for other courses. Other characteristics of TAP include guaranteed placement in selected general education courses, the option to enroll in Honors sections at the transfer level, employment opportunities in the program, a nurturing environment with peer support visits to campuses of four-year universities, and a variety of cultural experiences.

Begun as a program to address the needs of our culturally diverse, under prepared population, aspects of the Transfer Achievement Program have spread throughout the campus bringing the potential of enhancing the access and success rates of our entire student population. We are enthusiastic about the metamorphoses of TAP and are eager to share what we have learned. Undoubtedly, there will be members of the audience with similar programs who will be able to add to our information by citing experiences on their campuses.

S.T.E.P Student Training Education Program
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McHenry County, Illinois, is proud of the partnerships it cultivates between education, business, and government. Located about 65 miles northwest of Chicago it is one of the state's largest manufacturing communities. With the unemployment rate at an all time low, businesses are trying to initiate new ways to find qualified employees and help the community. One business in particular has stepped up to the plate and developed a program that would do just that.

Dana Brake Parts and Chassis President/CEO, Larry Pavey recognized the potential of young adults who for some reason or another were unsuccessful in high school. These students were "at-risk" of not graduating from the traditional high school experience. Mr. Pavey contacted McHenry High School District 156 and together they developed a program that would focus on "at-risk" students at the high school level. They wanted to develop a program that would have an individual and social impact. This program would provide these students with an opportunity for career advancement, training, and transition. The ultimate goal of this program will improve the school performance of the "at-risk" students, so that learning is at an acceptable rate and high school graduation will occur.

After a year of planning, a proposal implementing a unique educational experience to be housed at the Dana Corporate site, combined with hands-on mentoring and training program was approved. According to plans, selected students would report to their classroom at Dana Brake Parts and Chassis Corporate Office in McHenry, IL. The partnership officially started in August 1997 with complete funding from Dana Brake Parts and Chassis.

Students split their day between classroom instruction and hands-on technical skills learning with Dana employees as mentors. An Interrelated Cooperative Education Teacher teaches the classroom instruction. She provides instruction and leadership in the areas of English, Mathematics, Social Sciences, and

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Consumer Education. In addition she also provides a foundation for students in the areas of employability skills and living skills. In the classroom, students are also taught computer skills such as computer keyboarding, MS Word, MS PowerPoint, and MS Excel.

Students also learn through organizing company events. The students organized the corporate Christmas party from start to finish. Other accomplishments include organizing a Bowl-a-Thon for a local charity, arranging an on-site Brake Training program for employees and other area students, and students earned their certification by completing the Teamwork Discovery Process for CPR and First Aid.

After lunch, students report to their mentors in the respective departments. Students work in departments such as customer service, marketing and inside sales. Mentors for the students volunteer and provide technical skill instruction in all aspects of their job and the brake and chassis industry. One of the students, Jose Martinez says, " This program has given me a head start in life and has given me a lot of experience in the business world." These students are acquiring seniority in Dana Brake and Chassis from their first day in the STEP program. By graduation some students will have over 2 years experience in their position. One recent graduate was recently promoted from the customer service department to the Computer Information Systems Department. In addition, Dana encourages and offers their employees tuition reimbursement so that employees may further their education at local colleges or universities.

As of June 1, 1999, 5 students graduated with their McHenry H.S. class. They are all fulltime employees of Dana Brake and Chassis in McHenry, IL. This year four more students graduated as of June 1, 2000. Three of the four students will stay with Dana. Presently, ten students are in the program and the STEP program is planning to expand for the 2000-2001 school year. Lana Enders-Trujillo sums it up best, "This program (STEP) helped me realize the importance of becoming successful. Without this program, I'd probably still be in the high school, failing, and not achieving any goals."

McHenry County College's Center for Commerce and Economic Development (CCED) has been a supporter of this program from its conception bringing WorkKeys on site to assess the students' skill level. The CCED also provides on-site employee training in such areas as leadership, ESL, and other programs to help employees. The Center for Commerce and Economic Development under the leadership of Dean Susan Van Weelden has been providing training for local businesses for over 12 years. Last year, the CCED sold more that one million dollars in training to over 550 businesses and trained over 8700 employees through on-campus seminars and workshop and contract training programs.

Dana Brake and Chassis, along with McHenry High School District #156, is proving that a long-term investment in our youth today will strengthen the community. This could be an acceptable answer for keep "at-risk" teens in school and keeping them as productive members of society. This also seems to be a functional solution for Dana in finding and retaining good employees.

The Developmental Learning Communities at Middlesex County College

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The English Department at Middlesex County College has created two developmental education learning communities, one combining upper level developmental reading and writing and, more recently, one combining lower level developmental reading and writing. The program has proven to be very successful, as substantiated by comparative figures, and has attracted much national interest related to both its innate structure and its successful endurance.

In the summer of 1998, English Chair Santi Buscemi called together English faculty Yvonne Sisko and Lucille Alfieri. With a concept in mind, Sisko and Alfieri then set out to make the concept a reality. Sisko, named Chair of the Learning Community Committee, created a syllabus that paired reading and writing. Alfieri developed a list of cross-over terms. Both Sisko and Alfieri attended conferences, given by Vincent Tinto, in Seattle and Syracuse as well as teleconferences on campus. Immersed in the general dynamics and terminology of learning communities and working closely with Buscemi on the specific tasks of creating a learning community, Sisko and Alfieri initiated the paired upper level developmental reading and writing classes in September, 1998.

Since those first very productive classes, the learning community has grown. Four other faculty members now also teach these courses. In Fall 2000, Alfieri expanded the program by developing learning community courses for lower level developmental reading and writing.

The results of the program have been exceptional. Compared with courses taught in isolation, students in this program enjoy, minimally, 10% greater passing competency in writing and 20% in reading (writing as measured by departmental, holistic evaluation and reading as measured by departmental, standardized testing).

In addition to the students' marked improvement, the program has sustained itself. In a nationwide Internet sampling, we found schools that had tried developmental learning communities had abandoned them. We also found schools that had not tried developmental learning communities. In both cases, there has been universal interest in what makes our program successful. Certainly, tutorial support and release time for faculty coordination are as important in a developmental learning community as in a non-developmental one. Now with three years experience in a prospering program and in response to the many that ask, we humbly offer the following as some additional keys specific to a successful developmental learning community program:

- The teachers blend. In our program, one teacher teaches both reading and writing, so there is innate coordination of reading and writing syllabi. When two or more teachers are working together, their ability to blend—and "blend" is the right word—their teaching and the disciplines is crucial.
- There is equal respect for the disciplines involved. Our program is within one department, so there is no conflict of one discipline having more stature than the other. In a program with separate reading and writing departments, it is crucial that both disciplines have equal weight.

- The courses are kept administratively separate. While the reading and writing components blend for both the students and the teachers, we keep the courses separate in our grade books and on the students' transcripts. This way, a student can succeed in reading but fail in writing, or vice versa. We have found a mark of failed communities has been the language arts approach, wherein reading and writing are combined in a block of, say, six credits. In these programs, a student who fails one may fail both (or, conversely, may be prematurely passed along). Without the option of failing one class while succeeding in the other—a necessary consideration because more students will pass reading than writing—programs have failed because students have advised other students not to take the program, and inadequate registration has destroyed the learning community program.
- The courses are physically united. We teach reading and writing in three-hour time blocks, back-to-back, in the same classroom. Separating the time has the effect of diluting classroom instruction and skills transference; in a seamless time block, students blend the reading and writing skills. Separating physical space has the effect of losing students and diluting classroom momentum, while keeping students in the same classroom minimizes those that disappear and encourages networking with all discussing classroom learning even during their breaks
- The courses are listed in a block for registration. Originally, we listed each course as a separate section with its own time block, with flags that students must co-register for the paired courses. Invariably, students would register for the one course that fit their schedule, if they got by the flag, or both and then drop the reading or writing for which they did not wish to register. To avoid this, we now list the courses with one section number and with the entire time block (i.e., ENG 010-58 and RDG 011-58 11:00-2:00). This has largely discouraged the practice of trying to register for just one course. Students who do get by this are automatically removed the first week.

Our experience in learning community dynamics has been most positive. We see student competencies prospering, as substantiated by continuing success figures. And we see student adjustments prospering, as students develop networks and scholarly determination.

Questions, Answers, More Questions, More Answers: The Success Cycle

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Sometimes innovations come from administrative changes; sometimes they occur because of a new funding opportunity; and sometimes, great changes are produced because the right person asks the right question. All of the above played a role in generating the restructure of MiraCosta College's noncredit English as a Second Language program. The greatest influence, however, was a recurring question asked by students surveyed in focus groups in the fall of 1995. "How did I get placed in this level, and how do I get to the next level." The need to answer this question spawned a four-year placement and promotion practices accountability project, a $175,000 three year grant from the California

Community College's Chancellor's Office, and two Promising Practices Awards from the California Department of Education. Most importantly, the innovations provided clear answers for students.

To start the process, noncredit ESL faculty initiated a study of their students, focusing on four major areas: student goals, attendance patterns, and promotion rates from level to level, plus the criteria actually used for determining student readiness to move up a level. After studying the data collected every eight weeks for a year, faculty committees developed Priority Outcomes for seven levels of instruction. The outcomes were field tested and revised during the following year.

Some of the findings from this process were:

- There was natural buy-in from instructors in identifying Priority Outcomes because the outcomes were based on actual practice.
- As instructors focused on the outcomes students were expected to achieve, there were fewer discussions about having to "force" students to move up.
- Instructors questioned promoting students who had not mastered all the content; the concept vs. content issue was meaningfully debated.
- Instructors who said it was "just obvious" which students were ready to be promoted began articulating what "obvious" meant in objective terms.
- Instructors often identified students with strong speaking and listening skills for promotion. Faculty discussed the importance of measuring reading and writing skills more carefully.
- Developing writing skills emerged as a major student need, and many instructors admitted needing more support in the teaching of writing.

The recognition of a need for improvement in the teaching of writing provided the impetus for the next innovation. A team of instructors developed writing goals for all levels of ESL instruction and writing lessons based on a common theme that addressed these writing goals. Instructors developed a common format for identifying student writing errors, teaching paragraph structure, and conducting peer review. The information and materials were distributed through instructor-led workshops and one-on-one meetings with the ESL coordinator who is the only full-time faculty member in the department.

These changes were just the beginning. Examination of enrollment patterns revealed that only about 25% of the students were able to attend classes regularly for a full semester. Most students could attend regularly for eight weeks or slightly longer. This is consistent with national findings on adult learners. The "open-entry, open-exit" class format also contributed to erratic attendance; students could begin or end their studies at will. Although this sounds very student-oriented, it presents instructional challenges. Instructors must constantly re-teach material from previous lessons because of new students entering their classes. Students do not appear to take their studies seriously, placing a low priority on school attendance when other activities crowded compete. Students also complain that they cannot see progress and attribute the lack to the constant turnover in their classes.

To respond to these concerns, the coordinator instituted a managed enrollment system in the fall of 1999. The school year was divided into five, eight-week sessions with specific registration dates for each session. Students were placed into a class or put on a waiting list for the next available class. Attendance policies were enforced. Students were warned that if they missed more than five classes during the eight-week session they might be dropped. Some important safeguards were built into this system to meet the needs of all students. The managed enrollment classes met only at the main center where each class had twelve instructional hours per week. Classes at off-site locations in the community continued to be offered in an open-entry, open-exit format although teachers did use the Priority Outcomes for promotion criteria. A distance-learning program accommodated students unable or unwilling to attend traditional ESL classes, and an open computer lab allowed ESL students to use software to study English, mornings and evenings.

These successes were identified after the first year.

1. In 1995-1996, 23% of the students left the program with less than one week of instruction. Only 2% of the 1999-2000 students left the program after twelve hours of instruction.
2. In 1999-2000, an average of 35% were promoted or exited the program each session. In 1995-1996, only 8% of the students were promoted.
3. Data indicate an average retention rate of 80%.
4. All students on the waiting list for a session were able to enroll the subsequent session.
5. The 1999-2000 FTES were greater than those in 1998-1999 with no Additional classes offered and no increased class size.
6. Instructors made a renewed commitment to implementing the Priority Outcomes and documenting level completion.

At the end of the pilot year, the coordinator surveyed faculty, staff, and students for their reactions to the new system. One hundred percent of the faculty and staff voiced their approval. They reported that students liked the eight-week sessions. In addition, they said that because students were being promoted in a timelier manner, there was more incentive to study. The survey of students indicated that 67% approved of the eight-week sessions. Thirty-three percent requested more time. However, a closer look at the data indicated that 29% of that 33% did not understand the Priority Outcomes. The most astounding difference between the original student survey and this survey was how well students could articulate their progress through program levels. They now have answers to their questions.

For more information: http://www.miracosta.cc.ca.us/conted/esl/default.html.

The Integrated Studies Communities at Parkland College

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A growing number of post-secondary institutions are touting the academic and social benefits of learning communities, curricular structures that link and integrate courses across disciplines, and include team-teaching and collaborative, cooperative approaches to learning. Many colleges and universities are trying various sorts of learning community structures for entering freshmen or honors students, and are suggesting that the connections made, both academic and social, are rejuvenating faculty and enhancing student retention (Tinto, 1996; Tinto, 1998). Historically, students entering college without college-level skills in reading, writing, and mathematics have had high rates of attrition, but learning communities have not been tried as often with this population. Parkland College, a community college in Champaign, Illinois, first piloted a learning community for underprepared students in the spring of 1998. Planners adopted a coordinated studies model (Gabelnick, MacGregor, Matthews, & Smith, 1990), a full-time, team-taught learning community that, in this case, integrated the content from four courses, some developmental and some college-level. Full implementation of two similar developmental learning communities, named the Integrated Studies Communities, occurred during the 1998-99 academic year, and refined iterations of these communities have continued through today. In all implementations, however, planners have broken away from usual college policy by integrating basic skills courses with college-level courses to which developmental reading students normally would not have access: literature, psychology, or speech.

A comprehensive evaluation, employing a combination of quantitative and qualitative methods, has accompanied the development and implementation of this program. The evaluation has included various measures of academic success, but also has used multiple methods to explore the students' adjustment to college, as well as the experience of the participating faculty members. A 22-item instrument with an eighth-grade reading level, designed to measure student adjustment, and derived from Baker and Siryk's (1989) Student Adaptation to College Questionnaire, is one product of this evaluation. Throughout the evaluation, students enrolled in the Integrated Studies Communities have been compared with similar students (i.e., those placing into the same level of reading classes) in the regular developmental curriculum at Parkland College.

Certainly, the Integrated Studies Communities were a response to troublesome retention rates from students placing into developmental reading classes. It was hoped that these students—many of whom were first-generation college students from various disenfranchised groups—would be more likely, if enrolled in a supportive community, to achieve a number of goals: skill-building in literacy and numeracy; understanding the student-instructor partnership necessary in constructing knowledge; and understanding how their individual participation is important in the functioning of a scholarly community. It was thought that students would gain confidence in their ability to succeed at college, make a better adjustment to the social and academic demands of the higher education world, and as a result, be more likely to persist toward their stated academic or career goals.

Results to date demonstrate a significantly higher retention rate of Integrated Studies Community students compared with similar students in the regular curriculum. As an example, 78% of the fall 1999 ISC students were enrolled at Parkland in the spring of 2000, while 66% of the students in their comparison group were retained. Also encouraging is the fact that 54% of the fall 1998 ISC students with the lowest reading scores were still enrolled in the spring of 2000, compared with only 39% from their comparison group. Furthermore, ISC students were completing more credit-hours, enrolling in more credit-hours in subsequent semesters, and often earning higher grade-point averages.

Just as exciting as these academic markers of student success, however, are the indicators of the students' social adjustment to the college environment. In interviews, students speak poignantly of their increased self-esteem and clarity of academic goals, as well as the personal connections they have made with classmates, instructors, and with the academic material. On anonymous surveys, when asked to compare their ISC experience with prior high school or college experiences, ISC students have been significantly more likely than their comparison group to say that they know their classmates better, that people of different races and backgrounds get along better, and that classmates are more likely to help with school work. On the questionnaire designed to address adjustment, ISC students consistently scored higher than their comparison group on a subscale indicating attachment to the institution and goal persistence.

Significant resources are required to be successful in team-teaching, integrating the content of the various courses, student support, and evaluation. The increased student retention, however, suggests that this program might pay for itself in other ways. Learning communities are labor-intensive, and Parkland's next challenge will be planning how to sustain such an initiative over the long run.

Basic Algebra Project
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As part of a Title III project, innovative teaching strategies were introduced to increase student success in the developmental course—Basic Algebra at Southwestern Illinois College. During summer, 1999 we began this project by visiting other community colleges and universities to find out what new teaching and learning techniques were effective. We devised a plan that would be most beneficial to our students. Since many of our students work full-time and have family responsibilities, our goal was to find better ways to enhance our students' learning outside of class time. In our plan we included implementing a common final exam, introducing computer technology at the developmental level, and developing a college-wide Basic Algebra contest.

With the cooperation of both full-time and part-time faculty members teaching the Basic Algebra course we created a list of course objectives. We reviewed five final exams from faculty members already teaching the course. Using this list of course

objectives we devised a common final exam that consisted of fifty multiple-choice questions. We then wrote three more versions of the final exam to ensure test security would be maintained. Participating faculty members report to us the number of correct responses on the exam and the corresponding letter grade for the course for each student on a data sheet form. The common final has been given by 75% - 80% of the Basic Algebra faculty for each of the three semesters. A full report with graphs and statistical information is given to each participating faculty member the following semester. Every semester all Basic Algebra faculty members are invited to attend a meeting where the final exam results are discussed and the exam is revised. Using a common final helps us to assess our whole Basic Algebra program and provide consistency among the variety of faculty members.

Computer activities give students more opportunities for practice, a variety of ways to communicate with each other and extra help when needed. We used Web Course in a Box, which allowed the students to use a white board to communicate with other students in the class on the Internet anytime of day from any computer location (with Internet access). The students could work problems and show the steps as they were solving it. The teacher could also post practice worksheets, practice tests, and practice quizzes, as well as solutions to tests and quizzes after they were taken in class. We also encouraged students to use NetTutor, a tutoring service offered by the textbook publisher on the Internet at no extra charge to the student. A live person is online and is able to assist students with homework problems during a variety of times during the day and evening.

An interactive CD that came with our textbook provides much needed guided practice for our students. The CD includes tutorials and practice problems for each section, as well as, a pretest and posttest for each chapter. If a new textbook was purchased the student received the CD otherwise, one computer lab and our success center has CD's available for student use. Our lab technician put the CD on the network so all student practice tutorials and testing information would be automatically recorded on the network for the teacher to view. We decided to make the computer lab a required part of the course in our pilot classes. The students have points assigned to their computer lab assignments. The students took pretests on the computer for selected chapters. The results from the pretest were compared to the corresponding posttest taken in class.

An initiative that has generated a great deal of enthusiasm is a college-wide "Basic Algebra Contest." This contest has a game-show type format where teams of three students earn points for correctly working algebra problems. Prizes are awarded to the three highest scoring teams. After the contest, students share refreshments, and names are drawn for attendance prizes. A program listing all of the participant's names and a certificate are given to all students, and award certificates are given to the members of the winning teams. An informational web site has been developed with a practice game board and photographs from previous contests.

This contest is open to all students who are enrolled in a Basic Algebra class. These are students who may have not had a chance to shine in math previously. The intent is to build confidence and enthusiasm while having fun with learning. There are not many avenues to excel for students in developmental courses. It is important to recognize and reward their efforts. Also, the contest is placed toward the end of the semester so that it prompts students to begin preparing for final exams earlier than most typically would.

There are several indications that this has been a successful endeavor. Some students who participated in the contest have formed study groups with their teammates. These groups have been seen around campus working extra problems together to prepare. Also, students have been observed helping and encouraging their teammates back in their respective classrooms. The collaborative environment that is fostered by the contest and the extra time that is put in by the students are both very positive outcomes. The only complaint heard from a student so far is that she wished the contest had lasted longer!

Since the contest draws participants from each of our campuses, it has also helped to integrate the students and faculty of the college. The contest has also generated enthusiasm among faculty and has led to faculty discussions about course content and expectations. There are currently plans underway to develop a similar contest for the Intermediate Algebra course.

Since these new initiatives have been integrated into the Basic Algebra course, not only has student success improved but also attitudes and communications among both students and faculty. Another college could easily implement ideas like the common final exam, the computer technology, and the contest, and we would certainly be willing to share our first-hand knowledge with anyone who was interested.

GED Academic Bowl
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Motivating students to register for a GED program is not a problem because they understand the value of a high school diploma and its equivalency. The student knows that this credential is a key to getting a job and improving his future. The challenge is to motivate adult learners to continue their formal education after they receive their GED: maintaining enthusiasm and learning momentum is crucial.

At Wilbur Wright College, one of the City Colleges of Chicago, we created a GED Academic Bowl. This competition incorporates fun and creativity with learning, and it establishes a way to recognize outstanding teams of GED students for their accomplishments. The first academic bowl ever presented in Chicago for GED students was held at Wilbur Wright College in November 1998.

The adult educators select the teams of participants. Students are required to be currently registered and actively attending advanced-level GED classes to be considered for a position on the team. Additional criteria for selection includes regular class attendance, test scores, and the ability to be present for all levels of the competition. Each team consists of three regular members and one substitute. Every advanced-level reading class submits a team and the instructor serves as the coach and head cheerleader.

The academic bowl is a single elimination tournament. The winning team from each round continues onto the next round. Depending on the number of entries, a team might be required to win two or three times in order to reach the final round of competition. Questions are developed from the five subject areas covered on the GED test: writing, social studies, science, mathematics, and literature and the arts. This competition is designed to challenge the students' knowledge and recall. Most questions are developed with assistance from Contemporary's GED text, as well as other published texts, and teacher input. These questions usually require short-answer or multiple choice responses.

The preliminary rounds take place in the school auditorium. The neon colored question board with subjects and question numbers is prominently centered on the stage. Two scorekeepers, a timekeeper, a question host/hostess, and the MC round out the atmosphere on stage until the two competing teams are introduced and take their seats at opposite sides of the stage.

The order of play is determined before the game by a random lottery. Each team will get10 questions: 2 Social Studies, 2 Science, 2 Language Arts, 2 Math, 2 Requests (one chosen by each team for themselves and one chosen by the opposing team from the previously mentioned categories).

The first team chooses a question. The question is read twice and the team has one minute to answer the question. The team captain must begin to answer before the bell rings. Ten points are awarded for a correct answer. If the team fails to give the correct answer within the time limit, the question is reread one more time for the opposing team. The opposing team has thirty seconds to answer the question. Seven points are awarded for a correct answer. The second team now chooses its own question. This process is repeated and turns alternate until 20 questions have been read. The staff of judges will make all final decisions regarding the acceptability of an answer. This decision is final.

After all of the preliminary rounds are completed, the two teams with the two highest scores, in their final rounds, will proceed to the final competition. Spotlights, decorations, flowers, and audio and video taping set the stage for the final competition. The auditorium is filled with instructors, classmates, friends, and families. The two teams are announced and proceed to their places on stage. The format basically remains the same, but each team receives 20 questions: 4 Social Studies, 4 Science, 4 Language Arts, 4Math, and 4 Requests. The team with the higher score is the winner!

Balloons drop down to the stage as music and applause are heard throughout the auditorium. Each member of the first place team is awarded a check for $100.00 and each member of the second place team is awarded a check for $25.00. Due to the success of the Wright College GED Academic Bowl, it has become an annual event. We have a diverse student population participating. It is wonderful to see these students work together as one unit to achieve victory. This event demonstrates the advantage of hard work and teamwork.

SECTION IV

EXEMPLARY INITIATIVES IN EXTERNAL PARTNERSHIPS AND COLLABORATION

PROGRAM AWARD WINNER

The City as Classroom
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Despite the exponential growth and expansion of the Information Highway in the 1990s, a significant "digital divide" persisted across the U.S. based on income and geographic location. Certain areas of East Texas were part of this divide, though certainly not by choice. Panola College in Carthage, the heart of deep East Texas, instigated steps to reduce the local digital divide by recognizing and promoting telecommunications innovations that strengthened its own educational institution and its immediate community, Panola County.

Panola College initiated a pioneering Internet Partnership with the City of Carthage, Panola County, the Carthage Economic Development Corporation, and the Hotel-Motel Tax Board to meet the multitude of challenges facing the small, rural community and its college in this digital "have" and "have not" era. The catalyst for the partnership was the College's desire for an enhanced web site and for the ability to offer an array of online courses to students. The stumbling block preventing the college from having these new world educational necessities was an appropriate server, or the budgeted funds for one, plus other hardware and software.

The College Webmaster approached the City Manager and the County Judge regarding forming an Internet partnership and found the governing entities receptive; they suggested including the Carthage Economic Development Foundation and the Hotel-Motel Tax Board. Combined, these governing entities provided $35,000 to purchase the necessary hardware and software, and in exchange the College is creating and maintaining a web site for Panola County for five years. The partnership contract was signed in 1997 when city and county leaders stepped out on faith, as no one directly involved in our local government fully understood the complexity of the Internet or the power of it.

Since that time, the College web site (http://www.panola.cc.tx.us) has developed into a comprehensive mirror image of the institution and its services. Panola also has assembled an impressive selection of academic and vocational online courses. Our courses are available across the state of Texas via the Virtual College of Texas, and students outside of the state have enrolled in some courses. Presently, an American university in Europe is talking to Panola College in relation to delivering Internet courses to their students. The Sun Server and other equipment purchased with the Internet Partnership funds have allowed the Distance Learning Program at Panola College to expand and increase in enrollment and offerings each year.

The Panola County (http://www.carthagetexas.com) web site mirrors our small, rural East Texas community culture, including its people, businesses, economic development, tourism, churches, libraries, government services, schools, medical facilities, recreation, chamber of commerce, and much more. Guest books are dispersed throughout for visitors to make inquiries or just say hello to friends. Since the partnership, people are more aware of the Internet, have a keen interest in having a web presence for themselves and/or their businesses, and web design businesses have been established. People seek information from online city and county directories, online commissioners court agendas, and they follow a popular local weekly retrospective newspaper column. Carthage is the home of the Texas Country Music Hall of Fame, Tex Ritter Museum, and Jim Reeves Memorial. The web pages for these enterprises assist in promoting Carthage and attracting tourists. Tickets to the annual Texas Country Music Hall of Fame Award Show (featuring such stars as Willie Nelson, Jeanne Fricke, Jim Brown, Ralph Emery, and others) are sold over the Internet. The Panola County web site now includes hundreds of pages, and they are created and maintained as per the Internet Partnership between the community and the Panola College. An extension of this partnership is anticipated at the end of its five-year agreement. The Internet Partnership is stronger than ever and is seeking ways to better serve its community.

The partnership also served as a catalyst to yet another and bigger effort. Through Panola College and the East Central Educational Network Consortium, the counties of Shelby and Panola and Panola College recently received a $500,000 Texas Infrastructure Fund Community Networking Grant. This grant will allow for creation of more service-oriented web pages for both counties, further development of e-commerce and e-government oriented pages, plus community technology learning centers, and end-user training in both counties. Webmasters clubs are being formed in both counties to assist in the development of additional web pages. Tremendous support for the grant was partially due to the positive and successful Internet Partnership between Panola College and Panola County. The TIF Community Networking Grant would not have been possible without extensive community involvement, commitment, and matching funds from local governing entities.

The Internet Partnership exemplifies the spirit of cooperation that exists in the community and permitted the community to become a site on the Information Highway much earlier than it could have. It allows the College to have an extensive web site making it more competitive in the arenas of recruiting and distance education sooner than it could have. The College and the community took matters into their own hands, pooled funds, skills, and resources, and devised a means by which each could have essential modern-day technological requirements.

Other rural colleges and communities facing funding and technological challenges can easily replicate the Internet Partnership. It has already served as a model to our neighboring Shelby County, and it helped illustrate to them what can be accomplished with cooperation between the local college and community. The lesson to be learned from the partnership is that innovativeness and creative partnering can solve problems, meet diverse needs, fashion lasting relationships between different agencies, and foster commonality and a strong team (or community) spirit. The Internet Partnership is proof that American ingenuity thrives in rural areas. Replication is easy, and we are willing to share our Internet Partnership experiences with others.

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SECTION IV PROGRAM ENTRIES

Science Technology Engineering Preview Summer Camp
Alexandria Technical College
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(320) 762-0221
C.E.O.: Larry Shellito
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History

Alexandria Technical College (Alex Tech) has traditionally focused on external partnerships and collaboration with K-12 institutions. This focus enabled Alex Tech, along with two other colleges, to offer the Science Technology & Engineering Preview Summer camp for girls (STEPS) in Minnesota.

Alex Tech's mission is to provide the highest quality education possible through the use of modern and adequate facilities, a highly qualified staff, and up-to-date equipment. Maintaining high standards of excellence by anticipating and responding to the changing needs of students, employers, and the community continues to be one of Alex Tech's highest priorities. Since Alex Tech's inception in 1961, the college has developed a full range of excellent programs and services to meet the needs of our stakeholders.

Situation

Studies have shown that attitudes developed in elementary school affect choices made in high school and as an adult. By the age of 12, a child has already made many determinations regarding which careers are appropriate for them and which are not. Large numbers of girls do not enter the field of engineering or other professions requiring strong backgrounds in science and mathematics. There is still considerable "math anxiety" and many girls choose not to continue with math and science beyond the required courses. As a result, they often close themselves out of professions they may wish to enter later.

Program/Goals

The second year of STEPS will be offered at Alex Tech this summer. STEPS is a hands-on program that invites girls entering 7th grade from across Minnesota to participate. It is a tuition-free residential program accommodating 160 girls divided into four, one-week modules of 40 girls each. The STEPS program was started by the University of Wisconsin-Stout in the summer of 1997 and is part of the Society of Manufacturing Engineers "Manufacturing is Cool" initiative.

The goal of STEPS is to increase the number of women pursuing degrees in manufacturing-related disciplines. Program goals are achieved by providing a technology-based exploration program for young girls, exposing them to the opportunities in technical careers early enough to influence their choices of math, science, and technical courses in middle and high school. This in turn helps prepare them to enter and succeed in college-level engineering programs. Topics covered during the STEPS camp include hands-on work in metal forming, plastic processes, automated fabrication, packaging, fluid power, math, physics, [illegible]s (programmed robots), computer-aided design (designing of the wings

and nose cone of the plane), web page and newsletter design, (published website daily—www.alextech.org/steps and weekly newsletter) and manufacturing.

STEPS serves a dual purpose. In addition to exposing girls to exciting careers in manufacturing and engineering, the program also incorporates current female undergraduate students who serve as mentors, team leaders and lab assistants during the camp. This team-based work experience helps give these undergraduate students valuable experience in the "soft skills" as identified by industry. Camp activities occur both on and off campus. Activities include introduction to and training in manufacturing (learned basic CNC programming), problem solving, team building, communication, learning styles, and social skills. During the week, campers build a radio-controlled airplane, which is flown during camp. A myriad of community activities include flying in a small airplane, nature walks, water sports, a confidence course, picnics, and sports events. All activities and classes were organized and facilitated by Alex Tech employees and community resources.

The campers' experience closely models college life. They live together in a dorm setting, eat meals in the college cafeteria, and attend classes in college classrooms and labs facilitated by college instructors. Each week, campers will be organized into four teams of ten identified by a colored t-shirt (green, peach, purple and pink). The girls are given the opportunity to select a name for their team through consensus. Five counselors are assigned to the four teams with the fifth counselor acting as a "floater" and providing breaks for the four counselors. Counselors rotate duties each week by changing team colors and floating. The counselors assigned to campers have 24-hour accountability and supervision responsibility, making a daily break welcome if not mandatory.

Evaluation

The Society of Manufacturing Engineers-Education Foundation contracted the services of a professional program evaluator. We collect data from two groups: STEPS program graduates and applicants not admitted to STEPS. Data focusing on different data points will be collected from the two groups through their senior year in college. Statistics on the percentage of female STEPS students enrolling in post secondary engineering programs compared to similar national data will give us an indication of the program's effectiveness. In addition, middle and secondary schools attended by participants will be queried concerning observed subjective and objective influences of the STEPS program.

A full evaluation of the program's effectiveness will not be possible until the participants in the 1997 program begin their college careers in 2002. However:

- 91% of program participants felt that after completing the program they know "what kind of work an engineer performs." This is an increase of 58.1% from the pre-test.
- There was an increase of 14.9% in the number of girls who "would like to be an engineer or scientist" after program completion.

Conclusion

Alex Tech is dedicated to the long-term improvement of America's manufacturing workforce, and women must play a larger role in that workforce than they do today. This innovative program is exposing hundreds of young women throughout esota to the career opportunities in manufacturing and engineering.

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Gifted Summer Academy
Arizona Western College
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Introduction

The Arizona Western College—Yuma School District Number One "Gifted Summer Academy" provides the only opportunity for gifted students in grades 5-8 in the Yuma Valley area to participate in an eclectic mix of learning modules on the college campus during the summer. Originally planned for students from one K-8 school district, this academy now serves students from five different school districts.

The Program

Four years ago, Arizona Western College and Yuma School District Number One began discussions on ways to retain gifted students in their area and encourage them to continue on with higher education.

The result of these discussions is the "Gifted Summer Academy" where students in grades 5-8 can choose among several exciting one or two week learning modules (usually topics they would not be able to study at their own school) offered in the morning on the college campus. Students enjoy interacting with their peers in groups taught by college and/or high school instructors at an accelerated pace geared towards their learning styles.

The college and school district delegate the many responsibilities so that the majority of duties don't fall upon one person or area.

The school district:
- Assesses, identifies and invites the students to the academy
- Promotes the program
- Acts as the contact for students, parents and school
- Registers students and provides scholarships for students whose families cannot afford the academy tuition of $50/week
- Provides an on-site coordinator and student transportation during the academy

The college:
- Searches and selects instructors
- Plans and schedules the learning modules
- Arranges for facilities use, materials and instructor pay

Results

The "Gifted Summer Academy" has grown in just a few years from a program serving one school district and 71 students with 16 learning modules to one serving 142 students from five different school districts with 28 learning modules.

The best feedback comes from students who give the academy an "extra excellent" and parents who appreciate the intellectual challenges their children experience from instructors that the parents often have also taken at the college.

Conclusion

The AWC-Yuma School District Number One "Gifted Summer Academy" continues to grow and improve as more community members and school learn about the exciting learning opportunities available through this academy. This success has encouraged both the college and school district to work together on additional projects mutually beneficial to both institutions and their community.

International Business and Accounting Symposium
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C.E.O.: Richard W. Fonte
Contact Person: Janet A. Smith

Initiative Description

The International Business and Accounting Symposium is a unique collaboration of educational institutions, professional organizations, and private business in both the U.S. and Mexico. This exemplary initiative in workforce education is designed to increase trade, professional knowledge, and understanding of the similarities and differences among business professionals in an international arena.

Three annual International Business and Accounting Symposiums have taken place at ACC since 1998 and a fourth is scheduled for the fall of 2001. Presenters are from the US and from Mexico and are comprised of accountants and entrepreneurs, practitioners and educators. Simultaneous translation using professional translators and translating equipment is offered. Speakers are encouraged to prepare their materials in both Spanish and English, thereby facilitating all participants who learn in a truly international environment.

Initiative Goals

- To address the challenges that accountants and small businesses encounter when they enter the global market
- To provide an opportunity to explore potential partnerships between accountants and entrepreneurs from Mexico and the United States
- To facilitate faculty, professional, and student exchanges
- To improve the professional development and quality of training of accountants in both Mexico and the United States

Participants

Primary participants include Austin Community College, the Texas State Board of Public Accountancy, the Texas State Society of Certified Public Accountants, the Autonomous University of Queretaro, and the College of Public Accountants of Queretaro, Mexico.

Sample Symposium Presentation Topics:

- Certification Process in Texas and in Mexico
- Investments
- International Tax Issues from the Practitioner's Perspective
- U.S. Tax Issues Affecting International Trade
- International Banking and Finance Issues Affecting CPAs
- International Trade for High-Tech Small Business

Outcomes

Fifty professionals, students, and educators from Mexico and 110 American participants have met in this forum to date. Outcomes of this ongoing dialogue have included formal agreements of collaboration to promote the exchange of faculty and other personnel, the development of training materials to include an immersion language curriculum, and opportunities for job shadowing with professional accountants. Visitors from Mexico have toured Austin Community College campuses, the State Auditor's Office, the Internal Revenue Service, the accounting firm of Maxwell Lock & Ritter, Motorola, Merrill Lynch, and Dell computers. Texas participants have visited the Autonomous University of Queretaro and plan to take part in the Cuauhtemoc University trade show in May 2001.

Northern New Jersey Consortium for Veterinary Technician Education
Bergen Community College
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Three community colleges in northern New Jersey, (Sussex County Community College, County College of Morris and Bergen Community College) collaborated to form the Northern New Jersey Consortium for Veterinary Technician Education to develop, implement and administer a Veterinary Technology Program. One administrator from each campus is a member of the Regional Operating Council (ROC) responsible for overseeing/administering the program. The first class was offered in September 1998; initial accreditation was granted by the American Veterinary Medicine Association in Fall 2000.

The purpose of the collaboration was to provide the region with qualified veterinary technicians, to maximize available facilities, and to share the expenses of the program.

Students earn an Associate in Applied Science (AAS) degree. They must meet the general education requirements of the home college and the veterinary technology curriculum requirements. Veterinary technology lectures are conducted with interactive television. Students travel to the campus offering a particular laboratory, i.e. County College of Morris for Research Animal Technology, Bergen Community College for Diagnostic Imaging. Local animal shelters and veterinary hospitals are utilized for clinical practice needs. It is particularly challenging to provide for required large animal competencies. This has been done in agreement with SUNY Delhi. Currently a local affiliation is being negotiated.

Search committees for faculty appointment are composed of faculty from each campus. The committee recommends finalists to the ROC which then selects a candidate for appointment to recommend to the Academic Vice President at Bergen Community College. Program faculty are employed by Bergen Community College and must meet Bergen Community College's requirements for reappointment, tenure, and promotion. Members of the ROC collaborate on reappointment and tenure processes and decisions.

The Veterinary Technology Program has a separate budget which is developed/administered collaboratively. Bergen Community College acts as the fiscal agent and bills the other colleges for their share.

The arrangement has been very positive. The participants are actively exploring additional collaborative programs. Faculty in the program experience unique stressors and require unique administrative and institutional support in order to succeed.

Partners in Nursing Practice Development

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Abstract

Clinical learning for Butler County Community College (BCCC) nursing students increased through a collaborative venture between the college's Associate Degree in Nursing (ADN) program, a Bachelor of Science in Nursing (BSN) program and a large urban tertiary care center. Through this clinical internship, nursing students became increasingly competent in their clinical skills, critical thinking, management of patient care, and communication techniques.

Introduction

Nursing management at a large urban tertiary care center identified a decline in the clinical skills and critical thinking ability of new graduate nurses (GNs). Future projections related to the nursing shortage include fewer nurses working in the hospital setting by the year 2010 (Clarke and Cody, 1994). Also, the recent movement of nursing programs toward a community-based curriculum fueled concerns linked to having an adequate number of well-trained acute care nurses. Attracting and educating a pool of skilled acute care nurses was seen as an increased challenge for the tertiary care center. In addition, two nursing programs, a BSN and an ADN located within the same urban area had identified the need for an optional summer clinical experience for their nursing students.

Background on Program Development

The foundation of this endeavor was trust. Trust emerges from a sense of and need for collective interdependence. The institutions involved each brought unique gifts, talents and a wealth of experience to the table. Each institution had a

mission statement that demanded mutual respect. The partners determined that there was more which united them than separated them. The trust level enabled the partners to take the best from each of the institutions. Collaborative relationships, which resulted in mutual valuing, understanding and respect prepared all those individuals to position nursing for a future yet unfolding.

Program Development and Goals

Representatives of the BCCC ADN program, BSN program, and the tertiary care center met to review their common needs and goals. The representatives recognized their professional accountability to nurture and assist the student nurses' growth within the profession of nursing and enhance their clinical experiences. In addition, the need to provide a clinical experience that would assist in providing a potential pool of well-trained acute care graduate nurses, in a cost-effective manner, for the tertiary center was also recognized by the group.

The jointly defined goals were to:

1. Exemplify a model of collaboration.
2. Promote articulation from an ADN nursing program to a BSN completion program.
3. Enhance student nursing knowledge and clinical competencies.
4. Promote the transition from nursing student to entry-level staff nurse.
5. Encourage students to recognize and accept their own nursing role within the profession as well as those of nurses whose educational preparation and expected role behaviors are different than their own.

The tertiary care center also identified the objective of improving the quality of the new acute care nurse while decreasing the cost and length of orienting the new graduate nurse.

A three credit hour summer clinical course was developed and offered through the State University's School of Nursing. The BSN students could use the credit hours as elective hours and the ADN students could apply the credit hours toward their BSN degree through the RN to BSN completion program. Enrollment the first summer was limited to ten students. Invitation to request admission into the course was made to all nursing students who had successfully completed their first year of nursing curriculum, had a GPA of 3.0 or higher and received faculty recommendation. Five students were selected from both of the ADN and BSN programs for a total of ten students.

Outcomes

Overall review of the program verified achievement of all program goals. A successful model of collaboration was established among the three institutions including developing this innovative program and sharing of resources at all levels. The students recognized and accepted the diversity within their educational programs and became peers in the clinical setting. Student's knowledge, clinical competencies and critical thinking were enhanced as measured by the students, instructors and preceptors.

Future Measures

In looking at the cost effectiveness of the program for the tertiary care center, two areas will be followed and measured. The first area will be the number of clinical

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internship students accepting employment at the tertiary care center after graduation from their respective schools. The second area will be the effect participation in this program has on the length and expense of orienting these former clinical internship students as new GNs. It is anticipated that both cost and length of orientation will be decreased. Other areas for future outcome measures will be the first time pass rate for the RN-NCLEX test among the clinical internship students and the number of ADN students who continue their education through the RN to BSN completion program at the State University.

Summary

BCCC will continue in this partnership, which has a planned expansion of the summer program to increase the number of students and the variety of clinical areas included in the clinical internship program. Improvements identified include further enhancement of the didactic portion of the program based on instructor observations and student feedback and continued work with consistence in assignment of preceptors with students. As the first group of graduates enters the work force, further opportunities for improvement may be identified through the transition process.

The transition of the nursing students into the acute care setting is of vital importance to both schools of nursing and hospitals. The presentation of this collaborative approach has been undertaken in an effort to encourage development of more programs of this nature. As a profession we must continue to come together as peers, embrace our diversity, explore our changing roles, and actively construct our road to the future.

Walnut River Water Festival
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Every year in late May, elementary students from across the Walnut River Basin celebrate the Walnut River Water Festival at Butler County Community College (BCCC) in El Dorado, Kansas. The festival represents a joint venture between the college and the Butler County Conservation District (BCCD). Bill Langley, BCCC instructor, and the director of the Non-point Source Program at BCCD, co-chair the committee that plans and implements the festival. The project addresses the need to educate the public about non-source water pollution and to teach what we can do about it.

Our approach is to provide instruction in a fun-filled atmosphere to 4th and 5th grade students living in the Walnut River Basin. As these students learn about issues concerning water quality, they will take home messages of what each of us can do to protect the quality of our water. We stress the following themes: the importance of water quality to our daily lives, the importance of water quality to wildlife, and practices which we can adopt in our personal lives to maintain the quality of water. Activities include hands-on learning experiences, field trips, Water Bowl Contests between teams, Water Maze challenge, entertainment and exhibits.

Classroom Sessions

The cornerstone of our learning activity is the 25-minute classroom session. A small group of students (≤ 10 individuals) measure, score, count, manipulate or interact to investigate questions or solve problems. Specific objectives guide activities in these sessions, which are staffed by college students. We provide the materials, format, and a training session for students prior to the festival. Classroom activities include: water testing, cleaning water, measuring soil porosity and holding capacity, identifying household hazards materials and their proper disposal, interacting with computer programs about the consequences of actions, using a maze to identify ducks by their wings. In other sessions, representatives from various environmental organizations conduct activities that deliver messages about the environment. We also offer field trips to a local stream and a recycling center. Students win prizes, discover new ideas and make important associations. Nearly 250 of these sessions occur during the one-day festival.

Exhibits

Fifteen to 20 organizations from across the state set up exhibits. Exhibitors provide attractive displays, distribute handouts, prizes, and engage students with quizzes and other hands-on activities. They include: Equilon Enterprise, Manhattan High School's Stream Team, Wolf Creek Nuclear Operating Corporation, Kansas Groundwater Foundation, U, S. Geological Society, Kansas Don't Spoil It Committee, Kansas Department of Wildlife and Parks, student projects from area high schools and colleges.

Waterbowl Contest

Each school can field one team for this contest. The teacher receives a list of nearly 200 questions and supplemental material about water, how we affect water quality, and the effects of water quality on wildlife. Teams compete by responding to questions as quickly as possible. Each class watches and supports its team so both the team and class members learn about the importance of water quality and what they can do to maintain water quality. All students receive an award for participation. Teams compete for the overall championship.

Water Maze

A series of stations test student's ability to identify signs of wildlife associated with water, the importance of water quality, and what we ought to do to maintain water quality. Stations include: tracks of animals, calls of frogs or birds, touch identification, kinds of aquatic life, questions on recycling, household hazardous materials, and soil and water quality. Students receive prizes for participation. We evaluate their responses to determine the level of their understanding of the major themes of the festival.

Entertainment

Skits and sing-alongs also stress the themes of the festival. High school and middle school students put on skits about non-point source pollution using costumes, props and songs. Stan Slaughter, a professional eco-troubadour, guides students in sing-alongs on various environmental topics. Groups of students form audiences of 60 –70 for each show.

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Family Contact

We directly reach the family of the students in two ways. Prior to the festival, students receive a take-home environmental quiz that they fill out with their family about how their activities affect the environment. They receive a prize when they bring the completed quiz to the festival. We also send a take-home packet. A booklet titled: "Water Wise Ways to Protect our Watershed" produced by the Butler County Conservation District describes many ways households and individuals can protect our watershed. The packet also includes pamphlets on recycling, bookmarks with conservation sayings, a refrigerator magnet about recycling, and stickers of various water animals. The classroom teacher receives a packet with a variety of resource materials for classroom activities, a poster and contact sources for more information.

Volunteers

Each year between 100 and 150 volunteers contribute to the success of the festival. Besides providing basic services for the operation of the festival, they learn about issues, services, and options that they take home as well. We reach the community through them as well as the students. Volunteers come from BCCC's life enrichment program, city of El Dorado's senior ambassadors, Butler County Historical Society, Butler County Conservation District, and BCCC students.

Evaluations

We conduct several types of evaluations of the festival. During each classroom session, teachers or adults are asked to evaluate that session in particular. These responses are shared with the session presenters and the planning committee. Teachers complete another form evaluating the entire festival. We query presenters, exhibitors, and volunteers about the operations and ways to improve the process. Additionally, responses from the water maze questions are used to determine the level of the students' understanding of specific themes of the festival.

Benchmarks

Benchmarks for the festival include: largest annual water festival in Kansas; 650 classroom sessions; 1,500 students have attended; volunteers from 25 different organizations; annual financial support from 12 organizations, businesses or agencies; recognized by the Walnut River Basin Advisory Board and the Kansas Water Office as an important educational component for improving water quality in our area; recipient of an environmental protection agency grant to start the program in 1998.

Regional Information Technology Consortium
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Over the past year the RITC has researched the current IT employer skill needs in the region and surveyed the IT skills possessed by the regional workforce. This research led to an innovative IT "model" curriculum that addresses vertical and horizontal alignment among academic institutions (from high school to university) and fully articulates with professional IT industry certification training and curriculum in member community colleges.

While many of the region's workers from the manufacturing and service job sectors are losing their jobs, many information technology businesses and industries in the region are in drastic need of skilled information technology workers. In a recent study, 40% of North Carolina's high-tech executives surveyed listed a qualified workforce as the biggest impediment to growth in the state. Businesses and industries in the Charlotte region rank the inability to find and keep skilled workers as the number one threat to this region's economy. Without strategies to develop and improve the IT workforce, the Charlotte region will experience difficulty in its on-going transition from a traditional manufacturing-centered economy to an information-based economy, with a resultant loss of business and profits.

Project Goals & Objectives

The RITC is committed to addressing: (1) the critical IT workforce shortages in the Region; and (2), the need to provide IT specialized skills training to rapidly recruit and retrain displaced workers, many of whom have been hard hit by recent plant layoffs and permanent closings in the Charlotte region. The four goals of the RITC in addressing these problems and the project's objectives follow.

Goal One: Recruit new students and provide specific training opportunities in IT skills, especially for the great number of displaced workers in the region.

Objectives: The RITC will promote and implement short-term (4 to 16 week) certificate programs to quickly begin the training of displaced and underemployed workers. This recruitment would also be aimed at the new and emerging worker, and the retired worker seeking re-entry into the labor market. The certificate programs will be widely promoted through newspaper and public broadcasts, employment agencies, libraries, civic centers and other public service organizations. The short-term certificate programs will be aligned with specific entry-level job classifications so that new students can begin working at entry level IT jobs within 4 to 16 weeks. Certificate programs will be available to all collaborative colleges to provide students with a gradual path (a stair-step approach) to an A.A.S degree while working.

The RITC and industry partners will promote and conduct an intensive IT summer day camp for high-school students – offering an exciting immersion experience into IT careers. All participants will have the opportunity at the camp to complete college applications, enroll in classes, take placement tests, and speak to counselors and advisors from the colleges. Juniors and sophomores will be given

the opportunity to enroll in Tech-Prep programs or college-experience courses for the following school year. A promotional /educational video will also be produced that highlights minorities and women in the workplace and will spotlight typical job duties of IT workers. This video will then be presented at the IT camp, high-school counselor meetings, PTA meetings across the region, and on access cable channels in order to promote IT careers and recruit students.

Goal Two: Complete the IT curriculum "model" to closely align the community college curricula with the curricula at the high schools and universities of the Charlotte Region; and develop industry-driven IT training modules to be used in curriculum and continuing education for both long and short-term training programs.

Objectives: The RITC will begin by validating National IT skill standards through industry advisory committees, surveys, and focused DACUM analysis. Faculty members at collaborative colleges will work together to produce high quality, industry-driven IT training modules for traditional and distance delivery. The course modules will integrate the national skill standards and be developed specifically for RITC schools. This will allow all participating colleges to develop curricula at record speed and will assist the NCCCS in reaching its goal to create an integrated, system-wide virtual learning environment. Additionally, through cooperation with Explornet, and the Department of Public Instruction, the RITC will assist in the development and modification of course modules for the DPI for delivery at the high school level. This will facilitate the articulation of courses between the public school system and the community colleges. The RITC will facilitate and oversee the allocation of "Course/Curriculum Development" stipends for faculty developing these courses. To ensure quality, developed course modules will require approval by a peer review committee before classes are implemented. The peer review committee will consist of course developers, faculty, and industry advisory committee members from consortium member schools.

Goal Three: promote regional cooperation and collaboration among the ten RITC community colleges, universities, public school systems and regional business and industry in order to keep the IT training programs in the Charlotte region current; and to offer professional development opportunities for IT faculty and high school teachers on new teaching methods and approaches.

Objectives: The RITC will continue to research and identify other IT training needs of business and industry in the region that are not being addressed by existing curriculum or continuing education training programs. As these needs are established in the Partnership Region, the RITC will develop additional IT curricula to meet the specific training needs of business and industry, using the recently State approved Internet Technologies Curriculum as a model. In addition, the RITC will validate National Skills Standards by conducting Skills Integration Workshops to assist faculty in identifying the skills to be integrated into specific IT training modules, courses, and curricula.

The RITC will provide educational and professional development opportunities for faculty teaching high-demand IT courses and for teachers in the public school system. This will ensure that faculty and teachers are fully prepared to teach these courses. This proposal is also requesting "Faculty/Teacher Development" funding for community college faculty and selected teachers in the public schools system to hone their skills in developing new IT courses.

Summer of Service
College of DuPage
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Summer of Service (SOS) provides training and service learning opportunities to youth in grades 7 to 10. Started in 1999 with a two-year grant from the American Business Collaboration for Quality Dependent Care, Allstate Insurance Company, Amoco BP Corporation, AT&T, Citibank, N.A., GE Capital Services, IBM Corporation, Lucent Technologies, and PricewaterhouseCoopers LLP helped to establish SOS as a benefit for their employees. Program enrollment was also open to all youth in the community. To date, SOS day camps have enrolled over 240 youth in leadership training, team-building, and active community service. In addition to community service, the program provides youth who may be too young to get a summer job with valuable work experiences both in terms of college admissions and eventual employment. And for the working parents of teens, the program provides an innovative alternative to day care.

SOS involves partnerships with a broad representation of service organizations across DuPage County. Agencies providing unique service and leadership opportunities for SOS campers include Campfire, the DuPage Children's Museum, ESSE (adult day care), Naper Settlement (a living history settlement located in Naperville), the People's Resource Center (providing resources such as food, clothing, and computers to underserved populations), and Marklund Charities (serving the physically handicapped). In collaboration with these agencies, campers are trained for leadership and teamwork in a broad range of human services, including senior day care, programs for handicapped children, community theatre, children's museums, computer reconditioning and distribution to families in need, adult literacy programs, and recycling.

Each week-long camp involves youth in at least one day of training and three days of service. Participants work in teams of 2 to 6, led by a facilitator. Daily activities include team-building exercises, travel to service sites, service activities, and debriefing during which leadership issues and problem-solving are discussed. For example, last summer teams of youth assisted adult clients of Marklund Charities at a fishing outing. Campers painted fences and did landscaping maintenance at the Riding Academy of the Ray Graham Association as well as assisted their staff to provide a preschool summer craft and swim outing. People's Resource Center received assistance in moving their computer storage and repair site, and the sorting and distribution of materials for their Food Pantry. Our Campers were given the opportunity to interact with fragile seniors at two of the ESSE Centers in Glen Ellyn and Wheaton, and the Brighton Garden Home in Wheaton. The residents of both St. Patrick Residence and Sacred Heart Residence in Naperville were interviewed and given a gift of a personal History Book. The education departments of both Naper Settlement and the DuPage Children's Museum utilized their willing enthusiasm to inventory materials and to put together education kits for their ongoing programs. In all cases our participants were introduced to a community group that they had never had contact with and came away knowing that they could have a positive influence and impact on the lives of others.

Fun Fridays conclude each session, a time for campers and staff to reflect on their accomplishments and enjoy recreation and entertainment activities together. Camps are held seven to eight weeks during June, July, and August, and meet from 8 a.m. to 6 p.m., Monday through Friday

The primary effect of the program is measured by improving the quality of life for individuals served by social agencies. To date, 22 camp sessions have generated more than 5,000 hours of community service to the organizations represented above. On the basis of positive feedback from these agencies, it is evident that the community as well as the organizations themselves have benefited as a result of the contributions of time and effort made by SOS campers and staff. The number of partnerships with service organizations continues to grow, now including over a dozen agencies.

In addition to the satisfaction expressed by the partnership organizations, program evaluations indicate a high level of satisfaction on the part of the youth involved. Campers participate in daily debriefing and weekly written evaluations to identify training needs and better ways of providing service. The number of campers involved may also be used as a benchmark of success, increasing from 94 in 1999 to 151 in 2000. The lives of youth have been enriched through the training and their involvement in leadership responsibilities. Not only are they able to include these experiences tangibly on employment and college applications, as anyone involved in human services can attest, they are served intangibly through relationships with the people they serve. For the summer of 2001, Summer of Service will be self-supporting and the grade limit will be raised at the request of older students who wish to continue their participation. This year, the State of Illinois Board of Education, Illinois Community College Board, and Illinois State University awarded the 2001 Connections Award to Summer of Service for its achievements.

SOS is a viable program for community colleges, regardless of location. As a self-supporting program, SOS costs no more than any other type of day camp program. A coordinator with sufficient community contacts can quickly locate ample service opportunities. The concept and application of Summer of Service require, at minimum, an understanding of youth programming and a desire to establish partnerships that benefit students, community service organizations, and the college.

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Description of the Initiative

Project Advantage is a three-year initiative designed to ensure that the public schools in the Greater Columbus area are producing graduates who have the skills necessary to meet the needs of the business community in the 21st century. School reform is being systematically implemented utilizing an unprecedented

collaboration between Columbus State Community College, the Columbus Public Schools, the Greater Columbus Chamber of Commerce, and private businesses and industry. After benchmarking best practices both nationally and internationally, business partners, in conjunction with high school and college educators, have customized and/or developed industry skill standards. From these standards, technical curricula have been designed to meet the local workforce needs of different employment sectors. Curriculum pathways have been created and incorporated into newly formed Career Academies. The students graduating from these Academies have the guarantee of a job, up to one year of college credit and a well-rounded college preparatory course of study.

Innovative and Creative

Through this initiative, the entire community is solving a local problem creatively. When the initiative began, the Greater Columbus area was facing a major human resource crisis. The Columbus Public School System had a 40% drop-out rate. Seventy one percent of students applying to Columbus State Community College needed remedial courses. The banking, construction, insurance, retail, logistics, and manufacturing industries all reported a shortage of workers with the skills necessary to succeed even in their entry level jobs. A Workforce Leadership Summit was convened and a Council was created that consisted of the CEOs of leading industries, presidents and superintendents of educational institutions, and the leadership of city and county government. This council guided the creation of eight project teams composed of business and education representatives who actually researched the skills standards and participated in the curriculum and pathway development.

Usable by Other Colleges

Members of the project teams have made many national presentations and have received many inquiries from other two-year colleges and public school systems regarding setting up similar career academies. Other communities can easily replicate this model and current team members have readily shared their experiences in this initiative with colleagues who have expressed an interest in developing similar partnerships.

Indications of Success

After one and a half years, Project Advantage has demonstrated the following successes:

1. Unique Governance Structure - This governance structure has succeeded in leveraging the expertise of industry, education, and community support in such a way that each group benefits.
2. Skill Standards - Project Advantage has produced locally accepted and validated skills standards that are being used for company–based, school based and community agency based education and training.
3. Career Academies - The deliberation of the project teams resulted in total curriculum design and the adoption of a Career Academy model that has been approved by the community and that has been implemented in 4 high schools. These schools have an enrollment of 1200 students.

Conclusion

The Columbus business and education community have ensured that the public schools will be graduating students that have the requisite skills to succeed in

Ohio's new economy. They have undertaken one of the most ambitious and comprehensive school reform efforts underway anywhere in the United States. In a very unique partnership, high school teachers, college faculty and business people sat at the same table and worked on a curriculum pathway that was mutually agreed upon by all. These pathways are currently being put into operation in four Career Academies.

Articulating for Student Success
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El Paso County, Texas, is located on the U.S.-Mexico Border with more than 600,000 inhabitants, of which more than 70% are Hispanic. 41.3% of families live below the poverty level. El Paso County Community College District is a multi-campus district with more than 19,000 unduplicated credit students. More than 36 options in 16 health occupations disciplines are offered at El Paso County Community College District. Ysleta Independent School District is one of the major school districts in El Paso County with seven high schools and more than 47,000 students. The Academy of Science and Technology is the career and technology education high school for this District.

The El Paso community identified a need for more health care professionals. In order to meet this need, El Paso County Community College District joined with Ysleta Independent School District's Academy of Science and Technology to develop innovative articulated health occupations programs, some of which were the first in Texas. Articulated programs were initiated in general health science technology, nursing assistant, vocational nursing, emergency medical technology (basic), and dental assisting to meet these community needs and to expand student interest in health professions education.

Objectives

The primary objectives of the health occupations articulation efforts include the following:

1. Increase the number of minority health care professionals by providing a mechanism for recruitment of younger high school graduates to the community college and to health occupations programs in a community college where the average age of students enrolled is 27-30.
2. Provide an alternative mechanism to meet the community needs for increased numbers of health care professionals with limited resources by preparing high school students for entry level certification and employment in health care upon high school graduation. (Certified Nursing Assistant, Emergency Medical Technician-Basic).
3. Provide opportunities for students to complete college-level health occupations programs at an earlier age (Vocational Nursing, Dental Assisting, Emergency Medical Technology).

4. Provide multiple opportunities for students following high school graduation to include (a) entering the workforce, (b) continuing post-secondary education, and (c) working while continuing post-secondary education.
5. Motivate students to continue post-secondary educational opportunities by providing college credits upon high school graduation. (All articulated courses and programs)
6. Provide opportunities for high school students to explore a variety of health care careers, thus assisting them in selecting opportunities for post-secondary education. (Health Science Technology courses)
7. Promote student success in the workforce and college environment by increasing high school student interaction in coursework with college students.

Program development

High school articulation efforts were initiated in the Health Occupations programs in 1987-88. These first efforts focused on common courses utilized in multiple programs, such as medical terminology. This progressed through the initiation of nursing assistant articulation in 1989-90 and finalized in 1992 with approval by the Board of Nurse Examiners for the State of Texas. In 1994-95, special articulated programs with the Ysleta Independent School District were initiated. These programs included the EMT-Basic and Vocational Nursing Programs. This was later expanded to include Dental Assisting. Four classes of students have completed the Vocational Nursing Program, five classes have completed the EMT-Basic, and two classes have finished the Dental Assisting Program. Currently more than 25% of the total articulated credits are awarded in Health Occupations with the largest number of credits being awarded from Ysleta Independent School District.

Program development was supported by the Upper Rio Grande Tech Prep Consortium as well as by each of the participating institutions. Faculty and administrators from each institution were involved in curriculum analysis and development as well as community healthcare representatives on the advisory committees of each participating institution. During development and implementation, these articulated programs had many obstacles to face.

Recruitment and selection of students, early college admissions, attrition, faculty hiring, schedule conflicts, and student transcript difficulties were some of those obstacles. Resources required, besides curriculum development and staff, included consideration of laboratory space and equipment at the high school and identification of clinical affiliates.

Outcomes/Measures of Student Success

The health occupations articulation efforts have resulted in several measures of student success to include:

- Increased success of students in subsequent course completion and graduation because of their early exposure and success in the college environment.
- Higher entry-level salary allows the student to work fewer hours while continuing his or her education.
- Advanced placement with articulated course credit allows students to complete certificate and Associate Degree programs sooner rather than at a later age when personal and family responsibilities are increased and may interfere with continuing education.

- Successful attainment of certification and/or licensure in a health care profession.
- Increased level of maturity as students continue their education and/or enter the workforce.
- Higher cumulative grade point average in general college coursework and advanced professional education with early development of good study skills.
- Increased numbers of high school graduates enrolling in the community college health occupations programs and receiving the articulated credits.
- High employment rates of program completers, thus providing additional health care professionals to meet the local health care shortage.

An additional benefit of the articulation efforts has been the positive impact that students have on one another. The college student is able to help the high school student succeed in the college environment by providing the "maturity" role model. However, the high school student is also able to help the "older" college student with study skills, remediation of basic academic concepts, and enthusiasm.

Conclusion

In the development of this program, there were many challenges and "lessons learned." These include items such as the complex state approval processes and the timelines for program development, the need for a team approach to problem resolution (e.g., transcript problems!), solving minor problems such as schedule conflicts, discipline problems, and the need for early testing and remediation at the high school. However, the many trials and tribulations are worth the effort as the students mature during the program, become more self-confident, and become competent health care providers!

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Mission

In March 1998, in a public ceremony attended by the Governor of Maryland, a United States Senator, the district's Representative and other federal, state, and local dignitaries, Frederick Community College (Frederick, Maryland) launched the Catoctin Center for Regional Studies. The Center has a dual mission: 1) to foster excellence in student learning through research, and 2) to promote the research and study of Mid-Maryland (Washington, Frederick and Carroll counties) and the border areas of neighboring states. This region, named for the Catoctin Mountains, encompasses an area rich in history and cultural heritage that has served as a crossroads of people and ideas. It has become our applied-learning research laboratory.

Students learn best by doing. Conventional practice has history students wait their senior year or graduate school to acquire more advanced research

skills. Until then, faculty introduce students to doing book reviews and basic research papers. The Catoctin Center reverses convention by introducing students to historical research at the beginning of their academic careers. This is done by providing hands-on learning opportunities for students. Some opportunities are class or individual projects under faculty supervision. Others are internships on grant projects with professional historians. The results support a recent statement issued by the American Historical Association noting that research is an excellent tool for learning.

In recent years, the Organization of American History, the American Historical Association, and the National Park Service have promoted and supported the idea of studying history at the regional level. Currently, the National Endowment for the Humanities (NEH) is implementing an initiative to establish ten regional humanity study centers across the country. Culture and history seldom stop at political boundaries. In establishing our own regional center we have found that building a "regional community" is an ongoing process. The Catoctin Center has established collaborative relationships with the Historic Sites Consortium of Frederick County, the public schools, Marylanders Civil War Heritage Area, and other stakeholders in the region. Our first and key partnership, however, was and is with six National Park Service sites that signed a five-year Cooperative Agreement to work together on issues of regional history and research. To our knowledge, this is the only such partnership with a community college in the United States.

Projects - Examples of Success

The Millennium Crossroads Conference hosted by the Catoctin Center in September 2000 was a huge success in bringing together historians, preservationists, folklorists, and other interested persons from the region. Over 200 people attended each day of the two-day conference, which included sessions devoted to current historical research in the Mid-Maryland area, historic preservation initiatives workshops, and a wonderful tour of the C&O Canal. The steering committee formed to organize the conference produced wonderful working relationships with three active historical societies and the COO Canal National Historical Park. Selected papers are currently being compiled for inclusion in a book-length compendium. Finally, the Catoctin Center and several national park units at local Civil War battlefields are teaming to present a conference (2002) on the 140th anniversary of the battles of South Mountain and Antietam.

The Center has undertaken several other projects, including an Oral History collection, which now stands at 73 interviews. Students are trained to use oral history interviewing techniques, develop an interview plan, conduct the interviews with signed release forms, and transcribe the interviews. Interns assist with proofing the transcripts and preparing them for public use. We are developing a database for the collection and beginning to put transcripts on the Catoctin Center web page (http://catoctincenter.fcc.cc.md.us), with more coming soon.

Other projects include developing an online History Resource Center, updating the Monocacy National Battlefield's National Historical Registry information, a GIS Database Project, and a folklore study of the region. Every semester the Center offers a series of continuing education courses on the history of the region. Finally, the Catoctin Center is also establishing a Digital Archive project that will scan local governmental records, letters, diaries, and other documents of interest to those studying the region's culture and history.

Benefits

An obvious benefit of examining history and culture through a regional lens is the broader perspective that it provides. The Catoctin Center for Regional Studies allows students, faculty, and the community to "think outside the box" by examining interdisciplinary perspectives within the broader framework. For example, the transportation revolution clearly affected Frederick County (MD) with the construction of the National Pike, the C&O Canal, and the B&O Railroad; the county grew at an extraordinary rate, new markets were opened, and new peoples entered the county, providing a rich blend of diversity. As well, other counties in the region prospered, while other parts of the region were bypassed. As a result, the shifting dynamics of the economic, political, and cultural interaction affected the entire region, not just one county.

The educational benefits for students are twofold. First, students just starting college are frequently uncertain as to which field of study to pursue. The Catoctin Center's projects allow students to get their hands dirty "doing" history, not just reading about it. This way, students can figure out if history is for them. Second, they get an opportunity to apply classroom concepts to real world situations and develop valuable skills such as data collection, preservation, and analysis. Moreover, they often have a product (e.g., oral history transcript) that is a contribution to the field and a testament of their scholarly potential.

Adaptability

The Catoctin Center is a model for regional history that can be applied elsewhere with similar success. The start-up costs are modest. FCC provides office space, operating expenses, and release time for the coordinator. As a bonus, the National Park Service houses an employee at the Center. The UPS employee spends a few hours a week writing grants and overseeing projects. The regional history center, however, can function without grant funding. Inexpensive projects include class research papers, oral history projects, document scanning, bibliographic surveys, and developing a web page. Even these projects can be adopted by local schools and organizations. For example, the Catoctin Center's Oral History project has combined forces with a local high school. The Center will provide training, release forms, and housing for the transcripts that the high school students will produce from interviews with World War II veterans. We anticipate future collaborative projects (e.g., National History Day) with the public schools, libraries, and historical societies in our region. Our dual mission of using research as a tool for learning and studying history on a regional level is spreading throughout Mid-Maryland.

Building a Dynamic 6-16 Learning Community in Western Maryland

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Several years ago, Hagerstown Community College (HCC) made an institutional commitment to become a more learner-centered college. The appropriate language debuted with the adoption of five learner-centered Core Values and was integrated

into the HCC mission and vision statements for the 2000-2002 catalogue. The administration set up a series of College colloquia to initiate dialogue on the meaning of student learning as an institutional outcome and how it should be used to guide policy and resource allocation. Most of those in the classroom could see nothing innovative about the focus on learning. And, there was never any disagreement from any college segment with the ideals and value of focusing on student learning. However, there was always a strong undercurrent of cynicism driven by a perceived discrepancy between the language and the reality of institutional priorities. Most members of the college community did not "get it" until the Faculty Assembly chose to energize the institutional psyche by working together to define and make real a unique Learning Community that would be a turning point for the K-16 educational system in Washington County.

The faculty wanted to design an action plan that all segments of the college would support and nurture. Their vision went far beyond the usual articulation agreements, high school visits, orientation sessions and enrollment-driven strategies. It was a concrete action plan to combine the teaching talents and resources of the Washington County Public Schools (WCPS) and Hagerstown Community College for the mutual benefit of their students. Through this Learning Community, the Faculty Assembly hoped to bring quantifiable changes in the quality of thinking, cooperation, and decision making within the college, the larger educational community, and the culture in which we exist.

We did not want another "flavor of the month" educational initiative. We wanted something sustainable by dedicated but incredibly busy educators whose first responsibility is student success. We wanted something that would evolve through a process that preserved its own best features and learned from its mistakes.

The 6-16 Learning Community that emerged from this vision is built on two well-established paradigms:

- The "learning community" (a curricular intervention designed to enhance collaboration and expand learning of the participants).

- K-16 Partnerships (strategies to identify and eliminate the "disconnects" that slow down or impede an expanding pool of students with questionable preparation for higher education).

The first product of this initiative was a professional conference involving over 1100 WCPS and HCC educators in a collaborative program of over 25 discipline-based sessions on the HCC campus. The conference, *Creating a Learning Community*, was designed and implemented by a steering committee of faculty and staff from HCC and the secondary discipline supervisors from WCPS. It was a huge undertaking and exceeded our goal of establishing inter-institutional teacher-teacher communication and collaboration. Significantly, it also expanded interdisciplinary and teacher-staff communication and collaboration at HCC. Somehow it filled a huge void in our community at large and within our campus.

The Steering Committee for this inspiring conference became the centerpiece of the infrastructure for the evolving Learning Community and met monthly in the following year. Conflicts with teaching schedules prevented participation by WCPS classroom teachers so a teacher on release time during the day (President of the [illegible]on County Teachers' Association) was added. Representatives from other

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higher education institutions were invited, including Frostburg State University which has a local center in Hagerstown. Building on the momentum of the first conference was a dynamic process, guided by a common agenda that became more and more defined as communication increased. A clarification of the potential connections between the senior high school year and the freshman college year was undertaken and resulted in a publication for students that included: dual enrollment, high school release, articulated credits, and advanced placement. Adopt-a-school teams from HCC were identified for each WCPS high school. Collaboration with WCPS Academy Programs increased significantly. The addition of a Learning Community cost center to the College budget provided some financial resources, including some support for a Learning Community Director.

The second annual professional conference was hosted by the WCPS. HCC faculty attended the convocation for county teachers and employees at North Hagerstown High School and participated in the discipline based in-service activities developed by the secondary supervisors at different sites. The orientation for all new WCPS teachers, many of them HCC alumni, was hosted at HCC. The third building year is designing a model for the direct participation of students in this Learning Community through student (WCPS-HCC) Career Pathway Conferences on the HCC campus. The first three careers identified are: Teaching, Computers, and Medical Careers. The model-in-progress envisions 100 students selected from the ten local high schools and providing breakout sessions to explore specifics of these careers, advising, employment options, and a 2+2+2 path that will begin in high school, complete the associate program at HCC and transfer to an appropriate upper division institution for the final two years.

The innovative part of this initiative is that it is led by faculty in a nontraditional role and is supported enthusiastically across the campus. It grew from a vision rather than a directive. It came from a negative place and has gone to a positive place. The action plan evolved in response to ongoing feedback from each step along the way. The plan has stayed on track despite the busy schedules of teachers, lack of much added financial resources, and conflicting priorities within the institutions involved. The increasing number of traditional age students enrolling in college courses before graduation and an accelerating rate of post-secondary college enrollments for WCPS graduates are already measurable. The increased communication within the 6-16 continuum has already tamed the confusion that created barriers in the past. Faculty ownership of this initiative has helped increase trust and respect within the college.

The theoretical, logistical, and practical aspects of this conference have been published and presented. This initiative can be duplicated wherever there are educators with vision, commitment, and a strong work ethic.

Hartnell College's Literacy Outreach Partnerships:
A Win-Win Success Story

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"Tell me, and I will forget. Show me, and I will remember. Involve me, and I will understand." — Ancient Chinese Proverb

Overview

In 1996 Hartnell College initiated a small scale pilot project that placed 12 college-age volunteer reading tutors in select K-3 classrooms in the most disadvantaged schools in the county in response to low levels of reading achievement. In just four years, the project has grown to include more than 100 tutors placed in 30 primary schools, providing 14,000 hours of tutoring per year to as many as 500 K-3 students. It is producing real improvements in reading achievement, school retention, and academic success—*for both tutors and the children with whom they work.* The project is now partnered with every primary and secondary school in the county, is integrated with the College's teacher preparation program, links with five other on-campus programs/offices, and supports articulation with three universities. The program has helped to generate more than 6,000 donated books in elementary school libraries throughout the county.

About Hartnell College

Hartnell College is the only full service, public, postsecondary institution serving the Salinas Valley, a region nationally known for its extensive agricultural production. Hartnell serves large populations of underserved, underrepresented, and economically disadvantaged people. Hartnell College enrolls nearly 10,000 students. The student body is 65% minority, with Latinos comprising 49% of the total. Nearly 41% of students are non-native English speakers and almost half receive some form of financial aid.

Challenge Brings Opportunity

In 1996, as part of its on-going community outreach efforts, Hartnell College learned that half to three-quarters of K-3 students in the community read below grade level and that local school failure rates were more than 20% above the state average. Latino students, in particular, were dropping out in increasing numbers at each successive grade level. This situation required immediate intervention.

By the spring semester, 1996, an initial partnership was formed with several local school districts. The pilot-tutoring program began with 12 volunteer student tutors from Hartnell who donated more than 300 hours to work with children in targeted K-3 classes. Children in the first schools targeted were 76% limited English speakers, with up to 84% reading below grade level, and were 94% low income.

The results of this initial effort were so encouraging that, by fall, 1997, the program expanded to 30 tutors serving 220 students in five schools. The

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partnership and pilot project continued to grow and led to receipt of an AmeriCorps/ America Reads grant. The College funds the program through grants and by setting aside a large portion of its Federal Work Study funding.

How it Works

The College recruits potential tutors from its student body. Each tutor is assigned a mentor who is either a teacher or a community volunteer. Tutors receive a stipend for their services as well as access to special counseling and support services to enable participation.

School site placement of tutors is based on interviews between tutors and school site staff. Every effort is made to match tutors to schools they attended, or with which they have a connection. Tutors receive 90 hours of training and site-specific instruction in how to reinforce skills taught in the classroom, link tutoring with class lessons, one-on-one reinforcement of skills learned. The focus is on learning techniques that build on reading fluency and accuracy through practice at the student's independent and instructional reading levels. Each school site selects materials and activities that complement classroom reading instruction.

Each tutor delivers at least 10 hours of services each week; before, during, or after school. Tutors work with each child for a minimum of eight weeks, and have at least one tutoring session each week with each assigned child. Several participating schools integrate tutoring into their regular academic program.

All partner schools conduct regular in-service training sessions for tutors led by the school's site staff and reading resource specialist. In-service sessions also provide tutors an opportunity to discuss concerns and experiences.

As of Fall 2000, all project tutors are enrolled in Hartnell's teacher preparation program. This is strengthening the connection between Hartnell, tutors, and partner schools, and has led to increased program articulation with three universities: Cal State Monterey Bay, San Jose State, and UC Santa Cruz.

Partner Involvement

Each participating school contributes the services of their on-site reading resource specialist to train tutors, a credentialed teacher to act as site coordinator, and instructional materials to support the program services. Partners also donate administrative and clerical support as needed to fully implement the program at each school site.

Partner-program coordination

The project is managed by Hartnell College's Outreach and Student Recruitment Office and is guided by an advisory board that includes Hartnell staff, elementary administrators and teachers, reading development specialists, parents, and community members. Project staff recruit and oversee tutors, disseminate information to school site staff, act as liaison with school sites, coordinate program meetings, and work on strategies to institutionalize the program at each school site. Hartnell's intent is to allow school site personnel to concentrate on the delivery of training and services to both tutors and their students.

Demonstrated results

The project has resulted in significantly higher rates of literacy and school success for all participants:

- At least 75% of tutees complete a minimum 80% of their Individual Literacy Plan
- At least 75% of tutees increase at least one grade level in reading ability
- At least 75% of tutees demonstrate a significant increase in interest and motivation in achieving literacy; oral development; and speech and language expressive and receptive skills
- Tutors have college retention and transfer rates significantly higher than the general student body
- Tutors become role models and have improved academic skills and confidence in their abilities
- Hartnell has increased cooperation/coordination with schools, districts, teachers, and administrators throughout Monterey County.

Hartnell College uses standard evaluative methods along with tracking and reporting instruments for documenting student achievement. Project results have been widely disseminated enabling colleges with similar challenges to replicate this program and approach.

Honors Early Start
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Although a brutal ice storm rages outside, Sally Clausen has her second-period, English composition class in Harlan, Iowa, thinking about some place far away. Sally's twenty-two students are racking their brains, identifying religious symbolism in a Flannery O'Connor story set in Georgia. By the faraway looks in their eyes, the students might as well be in Georgia. Or in a college classroom, anyway, where their teacher—an O'Connor scholar raised in the South—has them addressing large and universal themes.

Actually, these high school juniors and seniors *are* students in a college classroom, and when they do pursue postsecondary degrees, they leave Sally Clausen's classroom with more than Flannery O'Connor's worldview. Without ever leaving their high school halls, they have earned three hours of college credit that the Iowa regent universities and other institutions will accept as transfer credit toward their four-year degree. These high school students are participants in a collaborative effort between Harlan High School and Iowa Western Community College. "Honors Early Start," a college credit program begun in 1983, has grown to involve more than 1,200 students in 20 schools in southwest Iowa.

Students pay a one-time enrollment fee of twenty dollars and their high school pays tuition and lab fees (the schools receive supplemental funding from the state of Iowa to support the program). Honors Early Start (HES) courses are likely the l[illegible]nsive college courses these students will ever complete.

"Over the years, many HES students have earned 21 or more credit hours toward their college degree," says Dr. Robert Franzese, the executive assistant to the president at IWCC. "Thus they have saved ma and pa bucks up front."

There are, of course, other advantages for students enrolling in Honors Early Start. Participants sit in classrooms in their own high schools and are taught by familiar teachers, who, hired under state department of education guidelines, must have a master's degree and gain approval from the college as adjunct instructors. To be eligible, students must meet enrollment criteria mandated by IWCC.

"It helps that the HES students are good risks," says Franzese. "The high schools encourage their better students to participate, and my guess is that over 90 percent of HES participants eventually get the bachelor's degree."

Participants in Honors Early Start gain various insights and experiences. Former students report that HES helped facilitate their adjustment to college-level course work and expectations; assisted them in focusing on the choice of college; and helped clarify larger issues such as values and attitudes about education. In its eighteenth year in 2001, Honors Early Start at IWCC has offered the following courses to area high schools in southwest Iowa: American Government, Calculus I, College Trigonometry, English Composition I and II, Introduction to Sociology, Microcomputer Applications, Precalculus Algebra, Statistics, Western Civilization, and Windows/Visual Basic.

A young civil engineer named Jennifer Puffer provides a sterling example of how IWCC's Honors Early Start program can foster exciting academic benefits for high school students.

When Jennifer started her collegiate career at the University of Iowa, she had already earned 30 hours of college credit in high school. A civil engineering major and environmental engineering minor, Jennifer was permitted to bypass Calculus I (a rigorous Honors Early Start course at her high school) and advance directly to Calculus II, for which she earned an A. Jennifer was also able to skip chemistry at the university because her HES chemistry class fully transferred to the University of Iowa. Jennifer Puffer graduated—with honors—in four years instead of the more traditional five years expected in this demanding major. Needless to say, Jennifer's parents were ecstatic that her HES participation proved to be such a sound economic decision. And *everybody* is happy that Jennifer went to work as an engineer soon after graduation.

"The real tremendous value of HES is the head start on college it provides for students," says Dr. Franzese.

Because HES courses are IWCC classes, they are taught in concordance with college standards and course-specific expectations. The program director, Ms. Vicki Petsche, reports to the Vice President of Academic Affairs and is a full member of the college Instructional Council which is made up of the six academic division deans, the dean of instruction and the academic vice president. HES faculty use the same texts as required for the same campus classes, and HES course syllabi reflect their corresponding IWCC syllabi. Essentially, HES courses are the same as the campus offerings, and college departmental coordinators and faculty serve as mentors for HES instructors.

In short, the Honors Early Start program is an excellent example of a successful collaboration that serves students from their high school years to the completion of the four-year degree.

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Dual Credit Partnerships
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This fiscal year John A. Logan College has Dual Credit agreements with each of its eleven high schools in the College district. Dual Credit courses are college courses offered to secondary school students who enroll and receive college credit and credit toward secondary school graduation. The College has fully implemented this agreement with three possible options. Participation from the high schools is voluntary in all three options. Some of the high schools have selected participation in all three options and others have chosen only one.

The first option involves dual credit courses delivered in secondary schools and offered during the regular school day. The second option involves courses offered at the college or at other off-campus sites during the day or evening. The third option and the most popular is for Tech Prep articulated programs offered at the high school sites.

The Dual Credit agreement provides secondary school administrators, teachers and counselors an option to challenge students in their junior and senior years. Students who are ready and are academically talented can get a head start in college careers. Other students are finding faster track options for hours in the technical and vocational options at the Community College.

Quality safeguards have been implemented in dual credit courses. These include points approved by the Illinois Community College Board (ICCB) 1996:

- College courses offered at off-campus sites, including high schools, are of the same quality, cover the same content, and have the same rigor as courses at John A. Logan College.

- All state policies specified by the Illinois Community College Board, accreditation standards specified by the North Central Association, and John A. Logan College policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures, and academic standards apply to students, faculty, and staff associated with these courses.

- The instructors for these courses will be selected, employed and evaluated by the community college. They will be selected from full-time faculty and/or from adjunct/part-time faculty with appropriate credentials and demonstrated teaching competencies at the college level.

- Courses should be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first-year courses in ICCB approved Associate in Applied Science degree programs.

- The course outlines utilized for courses offered at secondary schools are the same as for courses offered on campus, and at other off-campus sites, and

contain the content articulated with colleges and universities in the state of Illinois and outside the state. Course prerequisites, descriptions, outlines, requirements, learning outcomes, and methods of evaluating students are the same as for on-campus offerings.

- The determination for whether a college course is offered for concurrent credit is made jointly between the secondary level and John A. Logan College according to their policies and practices of the school district.

The College has developed a survey to track students in these dual credit courses. These surveys are used to evaluate courses taught under the dual credit option and to continually improve the courses and offerings. The surveys are sent to students who previously participated in dual credit courses with a postage-paid envelope for return.

This program has increased enrollment on campus for students committed to obtaining an Associate Degree. College completion rates at our institution are expected to improve over the next few years. Relationships between the College and the high schools have improved. Increased visitations have occurred by faculty and administration on both the College campus and at the individual high schools. There are also a greater number of teachers and students from the high schools visiting John A. Logan College.

Dual credit programs are not designed to replace a substantial segment of the academic experience on the college campus, but rather the programs are created to provide high-achieving high school students with opportunities for acceleration. The transition from high school to college is eased by dual credit programs, giving students time to adjust to rigorous academic expectations while remaining in a more comfortable setting, often with smaller classes and more opportunity to ask questions. Dual credit saves students time and money on their journey to earning either an associate or baccalaureate degree or both.

Keeping Options Open Program – Offering Learning Options From High School Sophomores to Lifelong Learners
Johnson County Community College
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Overland Park, KS 66210-1299
(913) 469-8500
C.E.O.: Charles Carlsen
Contact Person: Bill Osborn

Keeping Options Open is a comprehensive program committed to serving the current and emerging educational and career needs of learners on the continuum from high school to working adults in Johnson County, Kansas. It seeks to establish partnerships to "connect" resources and to be responsive to identified needs of the community learner by providing high-quality educational programs and services that are accessible to all who can benefit from them.

The vision to equip all students with the skills to meet the challenges in today's world of work provides a powerful incentive for educational institutions to evaluate themselves and search for opportunities to make significant progress on this initiative. Johnson County Community College (JCCC) as a learning organization continually seeks collaborative opportunities that focus on student learning. The development of the *Keeping Options Open* (Figure 1) program in 1998 is one example. *Keeping Options Open* is an umbrella program that encompasses new and well-established programs at JCCC and models partnering that enables the stakeholders to learn from each other.

Initially, the *Keeping Options Open* program was a collaborative idea between two internal constituents at JCCC—academic affairs and student services. Program partners have been expanded to include JCCC Community Services and externally a collaborative partnership with area high schools and businesses. Partnerships also exist with institutions of higher education locally and statewide, which build on curriculum connections already in place, e.g., articulation agreements and 2+2 agreements. The future offers potential for shared opportunities with resources and services, curriculum development, and professional learning exchanges.

One might envision the *Keeping Options Open* program to be like a wheel in which *Keeping Options Open* is the center core holding all of the spokes together. Each spoke represents the multitude of options available on an individual's learning continuum associated with high school, experiential learning opportunities, the military, the community college, 4-year institutions, employment, continuing education, and non-credit classes. JCCC's *Keeping Options Open* program is unique in its partnering with area high schools to enable students to become aware of their many educational, experiential learning, career, and employment options prior to graduation.

The components of the *Keeping Options Open* Program tailored to high school students include:

Career/Life Planning Workshops – *Keeping Options Open-Career/Life Planning* is the initial element of the entire program (developed in 1998) that enhances the career development process for high school students by linking it with academic readiness. It sets the wheel, so to speak, of the *Keeping Options Open* program in motion. Through a 3-year tiered career development/academic readiness workshop series beginning in the sophomore year, high school students and their parents are made aware of the many options available. These workshops, co-facilitated by master degreed college counselors and the respective high school counselors, are designed to introduce students to the career/life planning process, integrate the information from academic readiness assessments, and assist them in the development of their personal career profile.

College Now – A concurrent enrollment program for high school juniors and seniors enrolled in selected college credit classes offered at, and in cooperation with, the high school.

Quick Step – An option for high school juniors and seniors to enroll in credit courses at JCCC with approval from their high school principal.

Technical College Preparation – A program for career preparation and workforce development. Students undertake a plan of study that leads to a college certificate

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or associate degree in a career of their choice. Advanced standing college credit may be awarded.

Career & Technical Academy (piloted Fall 2000) – A program to allow eligible students to concurrently enroll in college credit classes within selected career and technical programs at specified secondary vocational centers.

Some of the 'key' innovative program strategies in 1999-2000 that addressed the learning needs of its three primary stakeholders (students, teachers and counselors) and contributed toward improvement on a major educational reform issue—to help prepare students for the world they will be encountering—include:

- A one-day workshop entitled "Learning in Context" offered to secondary and post-secondary instructors focused on how contextual learning applies to reading and math across the curriculum.

- The third annual "Exploring Options Conference" afforded students from 21 area high schools the opportunity to increase their awareness of their many educational and career options to explore while in high school and after graduation. Twenty-five panelists representative of business partners, alumni and college students shared their experiences. Participants also developed their own career card to begin their exploration process.

- An all day event co-sponsored with an area high school district exposed high school female students to non-traditional careers for women. The "Action Conference" included presentations by working women and tours of technical program areas at JCCC.

- A "Master Educators Workshop" for College Now partners (high school teachers/counselors and JCCC professors) provided a forum to network and share ideas of common interests and achievements/challenges related to teaching and learning.

- In-service programs for high school teachers/counselors and JCCC content liaisons continue to reinforce the on-going communication, which has been attributed to the success of the concurrent enrollment options at JCCC.

- Effective Spring 2001, a scholarship at JCCC has been made possible through a partnership with a local bank for students who have participated in any one of the *Keeping Options Open* programs.

JCCC's initiative in undertaking a learner-focused program like *Keeping Options Open* demonstrates innovation in taking the risk to create a program that addresses the needs of learners representative of a microcosm of society rather than a target group. This population more closely mirrors the diversity in the true world of work. It is initiatives such as this that differentiates JCCC from being a community college and being the community's college.

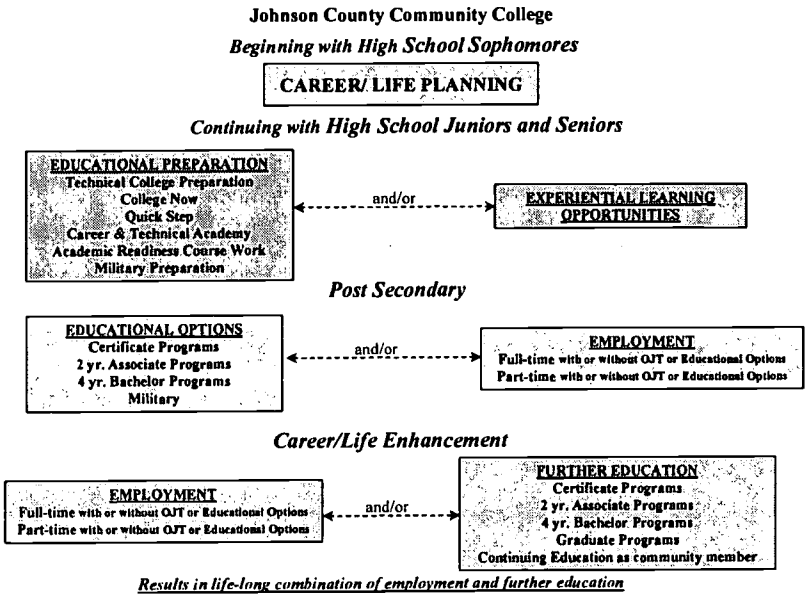

Figure 1. JCCC Keeping Options Open Program

Quick Step to College Credit
Johnson County Community College
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A partnership was established between the Johnson County Community College Math Department and the Olathe School District beginning with the Fall 2000 school year. This initiative is a result of conversations in which the following concerns/issues were discussed:

- Increasing concerns voiced by four-year colleges/universities regarding the awarding of college credits being earned by high school students for dual credit

- Students not enrolling in or withdrawing at mid-term from a high school math course to enroll in a similar course at JCCC to earn transfer credits

As the details of the project were finalized, the result was a win-win-win-win arrangement for students, the Olathe school district, and JCCC and transfer institutions.

Students: Students are no longer taking a high school course for college credit, but rather a college course for high school credit. In order to qualify for college enrollment, students must score appropriately on the college assessment test taken on campus, complete a college application and register and pay for the class. All tests are written, administered, and graded by a college instructor. The college instructor administers all exams at the high school location according to the schedule set up by the high school instructor. The college instructor shares test results with the high school instructor. (Note: Students sign a release permitting the college to share test results with their high school instructor). The college instructor also administers and grades the final exam. Students receive instruction from a qualified, college-approved high school instructor. Also, students who originally planned on enrolling on campus during the spring semester may choose to enroll at their high school location. It would be much more convenient and would not interfere with extra curricular activities, work schedules, etc.

High School: Students no longer drop out of the class at the high school at mid-term to enroll in the college course. The school district benefits by maintaining student enrollment for the entire school year.

JCCC: The College benefits with the enrollment of high school students who would not have enrolled in the course at JCCC, but would have gone directly to a four-year institution.

College/Universities: A representative of a university to which many JCCC students transfer feels this program adds credibility to the transfer credits and is an assurance that the College is doing more than awarding credits. The university is very comfortable transferring credits earned under this arrangement.

The initiative is working well and is very popular. The project (as a pilot) only involves one high school and one instructor in the Olathe School District. The JCCC Math Department has received several requests from other instructors and students in the Olathe District as well as throughout Johnson County to be included in this initiative. At this time, the plan is to expand the program to qualified students in the Olathe School District next year. If all works well, and necessary agreements are arranged, this partnership may be available to all eligible students in other school districts in the county where qualified instructors are available.

Collaborative Program to Provide Educational Opportunities and Workforce Development in a Rural Community Through Creation of the Wilson Community/Training Center

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Lansing Community College is the third largest of 28 independent community colleges in Michigan. It is a comprehensive college serving over 16,000 students each semester, offering career, transfer, developmental, customized, and

community programs. The college is chartered by fifteen school districts and is also the only community college within a six county area. One third of the College's enrollments come from these nearby, out-of-district communities.

In 1995 the college began a partnership with a one such community, St. Johns, in Clinton County. A Clinton Task Force On Employment (CTFE) was created to identify workforce issues for St. Johns and its adjacent rural neighbors. The task force recommended moving all community services that supported workforce development to one location. The purpose of the project was to assist a targeted group of county residents, the unemployed and underemployed in a "one stop center" concept. The St. Johns School District provided the renovation of a vacated middle school for the project. Partners include Michigan Employment Services, Work First! Adult Education, Childcare Services, the St. Johns Schools Alternative Education Programs, Community Education, the Family Resource Center, the St. Johns Schools Technology Center, United Way programs, Community Mental Health and various recreational programs as well as Lansing Community College. The partners moved in together in fall semester of 1998.

In the fall 1998 semester, the LCC Wilson Center generated an enrollment of 126 in 9 classes. Just four semesters later, fall of 2000 saw an enrollment increase to a high of 412. This constituted an increase of over 200% over a 2-year period. One of the reasons for this tremendous growth was the substantial planning that was done for this Center, which included a survey of workforce needs in conjunction with the CTFE project. For example, there was a demand for criminal justice workers in the area and a Corrections Institute was developed and has been taught at the St. Johns Wilson Center for the past 5 semesters. It allows students to complete the Correctional Officers Certificate in one semester and supplies a well-trained work force to the Michigan Department of Corrections and provides stable and well-paid employment opportunities to large numbers of Clinton County residents.

The current structure involves an active partnership with the Clinton Task Force on Employment with whom the LCC programs share office and classroom space. This is working model of the "One-Stop Center," where customers of various agencies and businesses are served at one site and with a variety of services and delivery options. One example of this working partnership involves the computer lab which is comprised of 15 computer stations provided and supported by LCC and 10 computer stations provided and supported by Michigan Works, the oversight agency for the Clinton Taskforce for Employment. Both LCC students, Workforce Development customers and community members are served (sometimes concurrently) by this computer lab. Another part of the successful partnership is with CCRESA (Clinton County Regional Educational Service Agency), sharing space and program components for an articulated vocational/technical program for Clinton County High School students. Currently two classes meet daily in LCC classrooms in the Wilson Center and will be eligible for articulated LCC credit upon successful completion of classroom work. The LCC St. Johns Wilson Center provides a full range of college services to the local population. All basic testing, advising, and registration tasks can be completed at the St. Johns Wilson Center, which allows the community not only college classes, but also a total, local college experience.

This partnership is an excellent example of community-based collaboration, planning and programming to share resources in order to meet the workforce needs of a rural community with a diverse population.

Dual Admission And Enrollment Program
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Contact Person: Patsy Chester

The LBCC-OSU Dual Admission and Enrollment Program is more than a 2 + 2 program; it is more than an articulation agreement—it is a "true" dual admission and enrollment program. This program is unique in that students can fill out a single application form, pay one application fee for admission to both LBCC and OSU, and simultaneously enroll in courses at both LBCC and OSU, thus creating a more seamless educational experience for the students.

Background

Linn-Benton Community College, located in Albany, Oregon, is a comprehensive community college that serves approximately 6,500 FTE per year. The main campus of LBCC is approximately 10 miles from Corvallis, home of Oregon State University. For more than 30 years, students have taken courses at either or both institutions, relying primarily on self-advising to make their decisions. These students were not able to combine their credits for financial aid, could not access some of the student services available to full-time students, and frequently experienced a loss of credits because of poor or non-existent course/program articulation.

In 1997 representatives from the Academic Affairs departments at both schools began discussing ways to strengthen the connections in an effort to better serve "our" students. They received endorsement and support from their respective presidents and moved forward on the project. The first official step was taken in August 1997, when representatives at both institutions from Academic Affairs, Registration, Admissions, Financial Aid, and Student Advising met to brainstorm ways to assist the students who were interested in, and would benefit from, a dual admission/enrollment program. This group (with many others added along the way) met monthly during the 1997-98 academic year to identify positive outcomes to be achieved, steps to make them possible, as well as challenges that needed to be met.

In May 1998 we celebrated the signing of a Memorandum of Understanding (MOU) by the presidents, and recruitment of students for 1998-99 began. The MOU outlines the policy and procedural agreements and is updated on an annual basis. As a pilot program during the 1998-99 academic year, admission in the program was limited to students in three academic areas: Agricultural Sciences, Business, and Engineering. Even with this limitation, 99 students were admitted. In January 1999 those students were surveyed to assess program effectiveness and areas for improvement. Based on student interest and feedback, it was decided to expand. Therefore, the program was opened to students in all transfer areas at LBCC and all undergraduate majors at OSU, effective Fall 1999. Once again, the number of applications far exceeded our expectations. Additionally, interest was expressed to include international students as well as post-baccalaureate students, and this was accomplished in Fall 2000.

Benefits

Students admitted to the program can combine the credit hours in which they are enrolled at both institutions to meet full-time enrollment status for financial aid purposes. The goals of the program are to facilitate student learning by providing coordinated advising from both institutions, increased curricular choices, and the ability for them to tailor their educational experiences to fit personal goals, preferences, and needs. Depending on the interests and needs of the individual students, there are many other opportunities available to the Dual Admission participants. These include OSU student housing, OSU student health center, tutoring services, computer and library access at both institutions, OSU Study Abroad program, and eligibility for some scholarships. These opportunities and others are available to all students regardless of the number of credits at each school. In addition to providing benefits to students who are part of the program, greater partnerships between the institutions have led to increased dialogue among faculty at the two institutions and increased and improved articulation agreements among programs. It has also resulted in an Associate of Science Block/Direct Transfer Degree offered by LBCC that will guarantee the students junior status at OSU, effective January 2001.

Policy decisions and implementation of the LBCC-OSU Dual Admission and Enrollment Program are the responsibility of the LBCC-OSU Partnership Team. The Partnership Team consists of the Admission Officers, Registrars, Academic Affairs Officers, Financial Aid Directors, academic advisors, Business Affairs Managers, student services professionals, and marketing representatives from each institution. During the past two years, the Partnership Team has worked through the myriad of implementation details including admission criteria and application procedures, orientation, program articulation, advising, registration, tuition and fees, financial aid procedures, student services, student involvement, university housing, and student conduct.

Success of Program

The dual program has not existed long enough to have resulted in many four-year graduates or in good data to measure retention, but there are more students in the program than we ever anticipated. Both institutions have experienced significant enrollment growth the past three years. Even though it is not possible to document the contribution this program may have made to the growth, we do know that it has generated a significant number of inquiries and applications. We also know that during fall 1997, before the program existed, there were about 300 students taking classes from both schools. And, as of January 2001, 814 students have been admitted to the program. Input from the students in the program through focus groups and satisfaction surveys supports our belief that we are providing better support and services to the students than ever before. Tracking mechanisms are being developed so that progress of students and completion rates can be measured. To achieve this, we have granted access to each other's information systems and are developing methods for seamlessly sharing application, financial aid, and transcript information.

Replication

The LBCC-OSU Dual Admission and Enrollment Program can serve as an excellent model for developing effective partnerships between 2- and 4-year institutions to benefit students who are wanting to attend more than one institution at the same time. To create these more efficient, seamless transfer

opportunities, the students, faculty, and academic programs have struggled with institutional bureaucracies and are now experiencing positive outcomes due to the dialogue surrounding this program. It is "truly" a win/win outcome for everyone involved.

The High School Mentorship Program
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The High School Mentorship Program is an outreach program of Manchester Community College (MCC). It was designed to give high school seniors, who may not see college as an option for themselves, a hands-on college classroom experience in which they can be successful and to provide them with a support system through a peer mentoring program.

Audience

The targeted population is high school seniors who are described by at least one of the following characteristics:

1. The student is in a tech-prep program
2. The student is interested in a specific MCC program
3. The student is struggling academically
4. The student is in an ESL program
5. The student does not plan to attend college after graduation from high school
6. The student is a first-generation college student
7. The student is in a special education program
8. The student does not have the financial resources to attend a four-year college
9. The student intends to enter the workforce, but needs additional job skills and training to do so

Guidance counselors identify prospective students during the first semester of the academic year.

Program Goals and Objectives

From its inception in 1997, the High School Mentorship Program has had three goals and objectives:

1. To give high school seniors, who may not view college as an option for themselves, a hands-on, college classroom experience in which they can be successful

2. To provide high school seniors, who are transitioning to college, with a support system through a peer mentoring program

3. To familiarize high school seniors with the rich program offerings and wide range of services, activities, courses, and resources available to them at MCC

Program Description

One hundred sixty seniors, from four high schools in the college's service area, spend a day in mid-February on-campus. The centerpiece of their visit is 1) participation in a college class of their choice; 2) the opportunity for sustained conversations with MCC peer mentors about the college and what it can offer them; and 3) follow-up contact in the fall by peer mentors to former High School Mentorship participants who have matriculated.

In mid-January, guidance counselors in all four schools receive and distribute a Course Selection Survey to the student participants. Student names, birth dates, and social security numbers are requested for enrollment tracking purposes. The survey lists approximately twenty MCC classes that are open to students during their visit. Students rank their top three choices. Every attempt is made to accommodate their first choice.

We look for courses that showcase the breadth and the uniqueness of our curriculum and for professors who will engage high school students in hands-on experiences. The objective of the classroom experience is to demonstrate to these students, many of whom have a history of failure in the classroom, that they can succeed in a college classroom.

Schedule of Events

By design, the visit is compact. Buses arrive between 8:30 and 9 a.m.. Students check in and pick-up their folders. The folders include the class that they will visit, the name of their peer mentor, an application for admission, and information about MCC. At 9 a.m., the administration formally welcomes our visitors. At 9:20, students are escorted to their classes; guidance counselors attend an information session. At 10:50, escorts pick-up their students and take them on a campus tour. From 11:30-noon, there is an interactive panel discussion with four MCC students who offer their perspective of the college experience and how it differs from high school. Immediately following the panel discussion, students must complete an evaluation, which serves as their lunch ticket. During lunch, from 12:15-12.45, students continue their conversations with their peer mentors. At 12:45, there is a wrap-up and, by 1 p.m., students are en route to their home schools.

In early April, we send self-addressed, stamped post cards to guidance counselors for distribution to students. The post cards are another opportunity for contact and a means of obtaining additional information from students who are serious about attending MCC.

Evaluation

When registration for fall semester is complete, we track student enrollment. In MAY 1999-2000, 40% of the students who participated in the High School Mentorship Program matriculated at MCC. Because we are concerned about retention, these new MCC students are contacted by their former peer mentors, who refer them for academic support and other services, as needed.

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Personnel

The High School Mentorship program is administered by a committee of MCC faculty and staff, which includes the Assistant to the Academic Dean, two faculty members, two counselors, the Assistant Director of Admissions, and the Director of Youth Programs. The success of the program is contingent upon a representative group from the college community.

Peer mentors are recruited from the Student Senate, from the Honor Society, and from referrals by faculty and staff. They are trained by one of the counselors on the committee. In exchange for their service, mentors may enroll in a noncredit course of their choice at no charge.

Time Commitment

Once the initial investment of shaping and piloting the program is made, the time commitment is minimal: four hour-long meetings in the fall to plan, organize, and assign duties; participation in the event; and one follow-up meeting to debrief, review evaluations, and refine the model. The most time-consuming task is identifying enough hands-on, engaging courses that meet on the day of the student visit.

Funding

Monies from a Perkins Grant fund the program. The $2,000 grant covers all program expenses: roundtrip bus transportation for the four participating high schools, continental breakfast, lunch, and folders and pens.

Conclusion

There are eleven high schools in our service area. Our long-range goal is to involve all eleven in the High School Mentorship program. We also have been exploring the feasibility of adding an adult mentoring component so that we can have more frequent and comprehensive contact with our newly matriculated students.

Middlesex Community College/Tufts University:
A Partnership for Better Dental Health Education

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Contact Person: Cynthia Butters

Since September 1998, Middlesex Community College and its Dental Assisting and Dental Hygiene programs have sustained a partnership with Tufts University School of Dental Medicine. As far as we know, this is the only public community college/private university partnership of its kind in the country. Middlesex Community College (MCC) and Tufts have similar components to their missions: educational excellence, and community outreach, partnerships, and service. This partnership is a unique enterprise that enhances the mission of both colleges. Briefly, the Tufts Dental Education program uses the MCC Dental Assisting Clinic

three days weekly to offer dental services to the public in the city of Lowell, Massachusetts. The MCC Dental Assisting (DA) students have their practicum experiences in their own clinic. The public has the opportunity for high-quality, low cost dental care while being an important part of dental education for student dentists and dental auxiliaries.

The MCC programs are almost 30 years old, and have relatively new dental clinic facilities located in Lowell, Massachusetts. The DA program has four dental chairs (operatories) fully and extensively equipped for total dental care. The Dental Hygiene (DH) program has a total of 32 operatories, equipped for dental hygiene care. For many years, the public had been invited to get radiographs, teeth cleanings, oral hygiene education, and other services at reduced rates. People had often walked into the clinic hoping to receive a dentist's services, disappointed that they were not available and often not returning. The DH program had revolving concerns about getting enough patients for their students' required clinic experiences, and the DA facilities were underutilized.

Tufts Dental School dates back to the late 1800s and is located in downtown Boston, Massachusetts. The Tufts faculty wanted to incorporate more community-based experiences into their total dental curriculum, and approached MCC about a partnership. There are dental colleges that run their own dental auxiliary programs, but none known that enjoys such an arrangement as this partnership. Essentially, Tufts set up a dental clinic in the MCC DA Clinic. They established it as an honors program for their top students. Five dental students and at least one instructor are assigned to the site and offer dental services to the public three days a week. The services cost about one-half of the private practice rate, but patients must be willing to spend more time in the dental chair. Tufts provides all their own small instruments, materials and supplies, and keeps the income from patients for dentistry completed by their students. They use MCC equipment that was already in place, and have provided large equipment such as a portable radiographic device. Tufts initially employed a part-time dental assistant to manage their office, schedule appoints, collect payments, and manage supplies.

Our DA students now get much of their practical experience at their own clinic instead of external dental offices. This has proved to be a boon for our students who had limited access to transportation. The DH program continues to keep the revenue for services provided by MCC DH students, and has seen an increase in patients and procedures. Tufts adopted a policy of requiring patients to be seen first in the MCC DH clinic before seeing a dental student. One dental student is assigned to the DH Clinic, and is involved in patient assessment and teaching. MCC faculty have found this enriches the overall educational experience for all students.

This was and is a very complex endeavor. The partnership is progressing smoothly, but required a lot of time and effort. Not all participants saw this as a win-win situation. Many MCC faculty were worried about loss of autonomy and patient experiences to the Tufts group. The Tufts personnel worried that their students would not be able to work with the DA and DH students. Both parties worried about whether enough patients would use the clinics. The Deans decided to have "quality assurance" meetings every six to eight weeks, and did carry the meetings out. No problems were off limits, and most problems were territorial and communication in nature. Participants became confident that issues would be addressed, and became more supportive of the project. All students were exposed to more learning opportunities. The win-win nature of the partnership became more obvious, and faculty efforts to facilitate the partnership were observed.

By the end of the first year, Tufts had provided services for more than four hundred patients, many more than expected. Patients ranged from three to ninety-four years old, and had more than 1400 procedures completed. These involved restorations, crowns, dentures, root canals, extractions and others. Most patients required one to three visits, but seven per cent required eleven or more appointments. Similar patient numbers were recorded for the second year of the partnership. Tufts had to hire an additional dental assistant to manage their MCC Clinic operation. They requested and received an additional morning to provide endodontic (root canal) graduate education and services.

The Tufts students reported the experience was quite helpful, and greatly appreciated learning to work with the DA and DH students. This opportunity is not available at their Boston campus. To make a better experience for the dental students, the Tufts faculty and the MCC DA faculty created a short-term course on working with dental auxiliaries. This was implemented at the Boston campus during January of 2000 and 2001. The course will be offered to freshman and sophomore dental students as part of their revised curriculum. This is an example of a win-win situation, as the MCC faculty now have adjunct faculty status at Tufts, and the dental students are better prepared for the realities of modern dental practice.

The partnership had led to new opportunities in grants, research, and community service. MCC received a grant to translate dental brochures into three languages, Spanish, Portuguese and Khmer, and to provide hygiene services to non-English speaking immigrants. MCC and Tufts worked on a research project with the Massachusetts Water Resource Authority. The project attempted to assess and decrease the level of dental waste mercury discharged into the waste system. As it turned out, the initial levels of mercury in the MCC clinic's waste system were negligible, rendering the clinic ineligible for the study.

One of the DH faculty is facilitating a free sealant and dental health education project for Lowell public school children in May and June 2001. The project will reach 400 elementary school children who have little or no previous dental care or health education.

Other projects and grants will emerge as the partnership continues and flourishes. The partnership can be duplicated in colleges with dental auxiliary programs located near dental schools. It is a worthy endeavor that provides a significant health resource to the community at large.

Spaces to Grow and Learn: Innovative Environments for Training Teachers In Early Care and Education

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We are in the process of building a new Children's Center here at MiraCosta College. The key to our success in this endeavor is an increased emphasis on instruction and student learning linked to the early care and education

components of the new Center. Improving student success, in turn, requires new and creative training opportunities for teachers in the field of child development, with particular attention to community-based collaborations.

The intent of the project is to create an innovative approach to teacher training while providing a model campus-based program offering comprehensive early childhood educational services. Community collaborations are critical and necessary to the ongoing success of our program. This project will support the joint use of this model environment by the MiraCosta College Child Development Program, the MAAC Project Early Head Start, the Hope Infant and Family Support Program, and the Exceptional Family Resource Center. Our collaborative efforts will provide a program demonstrating best practices in developmentally appropriate, culturally sensitive, and individually responsive, inclusive infant and toddler care as well as expanded preschool programming. The contributions of each program or agency include the following:

The Children's Center at MiraCosta College will provide a center-based child development center providing early care and education to the children of students, faculty & staff, and community families. Integral to the mission of the Children's Center and the proposed collaboration is the training of new early childhood teachers. Beyond the practicum experiences offered to our students as classroom teaching assistants, we have already linked course competencies to the campus laboratory program, including observation assignments, curriculum planning, and activity implementation. This collaboration will provide students the opportunity to obtain the competencies required within a new certificate program in early intervention (birth to 5) as developed through the College's participation in the *Community College Paraprofessional Preparation Project*, with support by WestEd and the California Early Intervention Technical Assistance Network (CEITAN).

The MARC Project Early Head Start (EMS) Program and the Hope Infant and Family Support Program will provide a population of children under three years of age to enroll in the infant and toddler component of the Children's Center. Both agencies will provide staff and equipment and will collaborate in the design and furnishing of the classrooms. In order to insure continuity of services and administrative oversight, children will be dually enrolled in each program. The Hope Program win provide the specific consultant expertise necessary to insure the requisite range of early intervention services needed by the children with identified disabilities participating in our inclusive early childhood classrooms.

The Exceptional Family Resource Center (EFRC) will be provided space within the new Children's Center for their North Coastal office to provide families of children with disabilities the support needed to insure successful participation in the mainstream. The EFRC will also help us extend our parent education component here at the Center and will serve as a valuable community resource linking area families to current information on parenting and child development.

The project and the corresponding activities will help us meet the following outcomes/ indicators in the MiraCosta College Strategic Plan:

- Create a seamless, family-focused system that involves community solutions
- Emphasize prevention and early intervention
- Demonstrate partnerships with community agencies/organizations
- Coordinate, integrate and enhance effective existing services
- Utilize cultural competence as a positive tool
- Insure accountability for outcomes while developing a sustainable system

This new "landscape for learning" will support and extend the teacher training and family service components of the principal agencies involved in this endeavor. Specifically, this project will:

- Help us increase the licensed capacity of our existing childcare program and greatly improve the quality of comprehensive services received by children and families in our local community.
- Create new and innovative inclusive early learning environments in which to serve infants, toddlers, and preschool children.
- Extend our abilities to underscore the importance of play-based learning, developmentally appropriate experiences, and positive human relationships as we assist both parents and teachers of young children to extend their understanding of early literacy and school readiness.
- Demonstrate a unique collaborative approach to the provision of early care and education to traditionally under-served populations (including both working poor and CalWORKS families), while expanding our ability to provide training, education, and technical assistance and support to both child development students and community childcare providers.
- Be integrally linked to a comprehensive certificate program consistent with the education requirements of the Child Development Permit Matrix, and will offer creative approaches to teacher training (including the implementation of principles of infant and toddler care consistent with the core components of the WestEd's Program for Infant and Toddler Caregivers (PITC), the incorporation of components of the Reggio Emilia approach to early care and education, and the complementary placement of student teachers with community-based early childhood program mentor teachers.

Though success in life can be attributed to *individual* characteristics and competencies, it is best demonstrated in the ability of individuals to engage others in *collaborative* endeavors. As we train today's teachers for tomorrow's challenges, we must re-frame our familiar methods of *instruction* in order to provide innovative approaches to *learning*. Certainly, if our teachers are to create classrooms where inquiry is encouraged, then they, in turn, must be educated in ways that encourage inquiry. This project is one such collaborative effort.

Criminal Justice Education and Training Partnership
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Moraine Valley Community College (MVCC) and the Cook County Sheriff's Institute—Law Enforcement Education & Training (CCSI-LET), has formed a partnership, consistent with a 1999 Inter-Governmental Agreement, to link education and training. Moraine Valley was selected as a Department of Corrections Training Academy to provide training and educational activities for approximately 6,700 employees of the Cook County Sheriff's Office.

The Concept

The institute trains all new corrections officers and provides in-service training for all current corrections officers. Through their partnership with Moraine Valley, the institute makes it possible for Cook County Sheriff corrections personnel and recruits who successfully complete approved training to earn college credit. For example, recruits participating in the training offered on the Moraine Valley campus are also enrolled in applicable college courses and awarded 24 college credits upon successful completion of the 400-hour basic corrections officer training program. The recruits must also meet academy examination standards, pass the Illinois Law Enforcement Training and Standards Corrections Officer certification exam according to criteria, etc.

Articulation

Total credits awarded are determined by assessing relevant training program instructional objectives and matching them with instructional objectives of applicable college courses. For example, the 400-hour training program includes a 40-hour module on human relations. Performance objectives used by academy instructors to deliver that module were analyzed by a group of psychology faculty members assigned to the Department of Behavioral Sciences. The faculty group reached consensus that the module best matched the college's PSY-201 Human Relations in Organizations course. Thus, those successfully completing the training earned college credit hours in PSY-201.

Academy Recruit Benefits

Consistent with the agreement, the CCSI-LET relocated to the MVCC campus: staff offices, classrooms to deliver academy training, etc.

In this context, then, academy recruits drive to campus, attend training sessions conducted in college classrooms or other college facilities, enjoy rights as students, access student services, and have the additional opportunity to contribute to, and benefit from, the dynamics of the college environment.

A second benefit is that recruits who successfully complete their academy training are able to continue their education at MVCC, or transfer credits earned to another college in pursuit of their educational objectives. Credits earned lead toward a two-year degree in criminal justice, and/or a protective services certificate.

This partnership feature has provided the opportunity for a number of academy recruits to resume educational objectives that were interrupted by personal or other circumstances. This observation is based on evidence that a number of academy graduates are transferring credit from other institutions to MVCC and taking additional degree course work: composition, physical sciences, criminology, etc. Other academy graduates are transferring credit earned at MVCC to other institutions in pursuit of educational goals.

A side benefit of this partnership has been the impact of on-campus academy training on college faculty, staff, and students. For example, a student observes an academy drill instructor leading recruits in calisthenics on campus grounds; a staff member arrives on campus in the early morning and observes a platoon formation of recruits jogging on college roads; or a faculty member encounters an academy recruit dressed in the uniform of the day, engages in a conversation, and

establishes a bond. These experiences have provided faculty, staff, and students a particularly valuable insight into the dynamics of professional corrections officer training.

Partnership Web Page

In support of this partnership, a comprehensive Web site has been developed. It features information about the partnership, recruit/graduate access to student services and alternative ways of earning college credit, links to corrections officer sites, a chat/conference room, and the like. In brief, it was designed to provide an additional source of information for academy recruits and others, enhance the principles of being a part of the college community, and establish an alternative communication option.

The positive dynamics of this partnership have influenced college planning and decision-making to explore opportunities to establish education and training partnership with other criminal justice agencies.

Bringing The Community Into The Community College:
Just Do It!
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Responding

In October of 1999, the Director of the local Children's Center, which includes a Head Start Program and several service sites in the district, approached the College President for assistance in preparing persons for entry-level employment in the childcare field. At the same time, the Coordinator for Language Minority Services at a local elementary school district urged the Dean of Adult Education and Faculty Development to assist in program development that would prepare persons for a variety of paraprofessional positions in local school districts. College administrators and key individuals from these agencies met and explored approaches to responding to these needs, and developed an inclusive list of likely stakeholders in creating a response to these needs.

The Executive Vice President convened a planning committee that met at the Children's Center. Participants included Children's Center personnel, both administrative and direct service staff; high school and elementary district administrators and teachers; a representative of the Community and Economic Development Association; the executive director of the major provider for staff development for multiple school districts, and a local university representative. After a lively and engaging discussion of needs, the group decided to continue meeting as a committee of the whole to explore how to provide educational opportunities to prepare persons to fill almost 500 positions that had been identified.

Creating

College representatives reviewed the information collected at this planning meeting, and prepared an agenda for the next meeting that took place at the College, as requested by the Advisory Committee. A representative of the behavioral science faculty joined the group, as did the Director of Admissions and Records and a representative from the Counseling Center. The College affirmed its commitment to this process by proposing that the committee design a series of courses to be piloted during the summer 2000 term that could become the foundation for subsequent certificate or degree programs. The Dean of Adult Education and Faculty Development prepared a brief overview of academic terminology, program models, and degree and certificate examples to present to the advisory committee for discussion and reaction. She and the Executive Vice President consistently adopted a proactive and pragmatic stance as they collaborated with this group to design ways to meet identified community needs in a timely way.

Since many of the potential students for these courses were already employed in school or childcare settings, the group selected an inverted ladder approach to program design. Program participants would begin with career assessment and planning and internship experiences that provide opportunities for reflection. The lower rungs of the ladder would include foundation courses for persons working in childcare and school settings. The upper rungs would include general education and steps needed to complete a degree. Committee members volunteered to design courses in their areas of expertise, and the committee as a whole reviewed drafts and made recommendations. They focused on two basic courses that would be particularly valuable to students, Introduction to Early Childhood Education, and Health, Safety, and Nutrition. These community resource persons attended College Curriculum Committee meetings and presented the new courses to this key faculty group. Faculty recognized the needs in this area, and through dialogue at this level other faculty became aware of this emerging opportunity for students.

To prepare to implement the pilot program, the committee became a key resource and agent in recruiting students. An information session was held for spring high school graduates who were interested in the field. Employees of local school districts and childcare facilities expressed an interest in the program. Through the connections of the Advisory Committee, funds were secured from the local Education to Careers Partnership to provide funds for outreach, program coordination, and student textbooks. Grant funds enabled the College to cover tuition and fees for the pilot group.

Teaching and Learning

The committee had hoped for 25 students, and almost 75 attended a group orientation program with faculty and advising staff and registered for one or more courses. Advisory committee participants became instructors for core courses in the early childhood area. A study skills specialist and career planning and placement specialist joined the instructional team, which met as a group several times during the pilot term. While the Dean of Adult Education and Faculty Development provided administrative support to this group, the faculty initiated meetings and developed as a collaborative team focused on student success. The pilot program worked well for most students. The problems students encountered centered on underestimating the time commitment for handling the entire program, and, in the case of the spring high school graduates, not understanding the difference between high school and college work. Despite these challenges,

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approximately 20 students successfully completed the initial 8-credit sequence. The advisory committee sponsored a recognition ceremony and all participants completing coursework received a certificate and a rose. Advisory committee members, instructors, and College administrators congratulated the students on their accomplishments. Many expressed a readiness to enroll for the next term, and waited eagerly for the next two courses to be approved.

The eight-credit sequence was offered again during the subsequent term. Two additional courses were added, Introduction to Children with Special Needs and Family, School, and Community. Enrollments have continued to be strong and members of the advisory committee continue to serve as instructors.

Building

The next phase is to continue building associate degrees in education, in early childhood education, and in children and family services. The College and Advisory Committee are collaborating in developing appropriate courses, designing certificates, and formalizing degrees in ways that meet community demands. These individuals and College personnel are continuing to strengthen linkages with local high schools and four-year institutions to insure articulation. The Dean of Workforce Development will be assuming administrative responsibility for the Career Certificates and the design and implementation of an Associate in Applied Science Degree.

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Exposing young people to the world that awaits them through college and career requires a partnership that is committed to working together for our children's future. North Lake College (NLC) and the Irving Independent School District (IISD) developed a distinctive partnership, creating the Irving High School Academy (Academy), which will provide secondary school students with college-level courses and in-depth career awareness. NLC, in Irving, Texas is part of the Dallas County Community College District. Irving, Texas is located in the Dallas/Ft. Worth metroplex and is one of the fastest growing communities in North Texas.

The High School Academy is currently under construction on the North Lake College campus and is scheduled to open for the 2001-2002 school year and accommodate 1,300 students in grades nine though twelve. The purpose of the High School Academy is to address future growth within the District while enriching the educational experience of all students though an innovative instructional model. Curriculum has been divided into five areas of specialization: Advanced and Applied Technology, Legal and International Studies, Medical, Dental and Early Childhood, Travel, Tourism and Marketing and Visual Arts and Communication—that incorporate rigorous academic expectations with career awareness that is intended to develop a lifelong learner who is prepared to attain maximum potential in higher education, while successfully entering a desired career area.

What makes this partnership so advantageous to students is that each of the five clusters will be coordinated and articulated with companion college programs through Tech-Prep and concurrent enrollment agreements. The Academy will not be a comprehensive high school, but a learning environment to prepare students for high demand occupations. Academy students will have a "home-school"—a traditional high school within the district from which they will graduate. However, it is anticipated that most high school students in the district will attend classes at the Academy sometime in their high school career and that each will have a college transcript upon graduation and a substantial number of completed college hours.

The Academy will also provide additional on-site college instruction to school age and adult learners from the entire Irving community. To accomplish this, the Academy will operate on extended hours daily and in the summer. All students at the Academy will have access to the latest technologies and will use computers as tools for learning and production in all courses.

This model partnership between North Lake College and Irving Independent School District will provide educational services to the entire community and allow students the opportunity to pursue a diploma major that includes in-depth learning, an integrated curriculum, and real world experiences. Earning college credits while gaining proficiency in an academy specialization will provide students the encouragement and incentive to continue their education beyond high school.

The Northeast Iowa Dairy Foundation Center:
Building a Partnership for a Community-Based Dairy Initiative

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Northeast Iowa Community College (NICC), the Northeast Iowa Dairy Foundation and Iowa State University (ISU) joined forces in 1999 to create a new 4.2 million dollar dairy center for education and training, research, and demonstration. In the fall of 1999, Iowa Governor Tom Vilsack designated the initiative a Center of Excellence for Value-Added Agriculture, the first and only such center in the state. The center was completed in October of 2000 and is presently in full operation.

The dairy industry is vital to Iowa agriculture and the main economic force in northeast Iowa where 72 percent of Iowa's dairy cattle are owned by nearly 3,000 family farm businesses in 17 counties. The dairy industry and the supporting infrastructure have had a significant positive economic impact on the people, agriculture, and communities of this region. However, the dairy industry, like most other agriculture industries, is undergoing a major transition. Farm operator retirements, a free market pricing system, regional competition, new technologies, and increased family living demands are challenging the way producers operate.

The Northeast Iowa Dairy Foundation, NICC and ISU formed this partnership to address two critical questions presently facing the dairy industry:

- How can we best respond to changes in the dairy industry that will make our family farms profitable, competitive, and positioned for long-term success?
- How can we also promote for our dairy farmers an acceptable quality of life that reduces stress, allows for time off, and ensures the health of dairy farm families?

The Northeast Iowa Dairy Foundation Center will use education, applied research, and demonstration to help prospective, new and veteran dairy producers to make profitable and competitive changes for long-term success. By educational instruction and adopting state-of-the art production and marketing systems, producers and the related service sector will meet current demands and improve competitiveness. Iowa's entire dairy industry will benefit from this center. The future growth and development of the dairy economy is at risk if a proactive educational approach is not initiated to help the next generation adapt to dairy industry changes and adopt modern technologies.

The center includes classrooms, laboratories, offices, and is linked to a fully operational 175 production herd facility. The center's functions include the operation of a milk production cowherd, supporting cropping functions, science labs and classrooms for credit and non-credit classes, and ongoing education, and demonstration areas. The milking parlor is the only one in the country to feature both herringbone and parallel systems, and a manure digester generates methane used as a fuel source for the lab and teaching facilities.

The Northeast Iowa Dairy Foundation currently consists of 700 citizens of northeast Iowa who are dairy farmers, industry representatives, community advocates, and economic development partners. Members have made individual contributions and solicited citizens throughout the region and across the nation, resulting in contributions that now exceed $496,000.

NICC is in its 35th year as college, transitioning from a technical college to a community college in 1988. It now has 3,480 students and offers 70 different AAS degrees and diplomas, transfer curricula for AA and AS students, and an extensive array of community education courses. At the Dairy Center, some students participate in three different, transfer level dairy programs including Dairy Science and Technology, Dairy Management, and Pre-Veterinarian: Dairy Science. For the first time, dairy students can complete the first two years of post-secondary education at NICC and then transfer to ISU with guaranteed junior status.

ISU is Iowa's first and only Land-grant College founded in the 1858. The university's College of Agriculture, Agriculture and Home Economics Experiment Station, College of Veterinary Medicine, and Extension Office, are developing a dairy education and applied research and demonstration laboratory at the dairy center. Their responsibilities include locating field specialists at the dairy lab and working with the Dairy Foundation to:

- Identify educational and applied research and demonstration projects relevant to dairy industry problems in NE Iowa;
- Help plan and conduct field days, demonstration tours, and related events;
- Help develop satellite education, research and demonstration projects;
- Disseminate findings of the research and demonstrations conducted at the lab;
- Report to the Dairy Foundation the status/results of ongoing research and demonstrations at the lab; and assist in the use and enhancement of the

latest educational delivery systems, such as fiber optics and satellite linkages.

Specific actions of the collaboration of the Dairy Foundation, ISU, and NICC include the following:

- Develop local solutions to dairy industry problems by addressing family farm issues, value-added agribusiness opportunities, and economic and community development initiatives designed to respond to a major industry in transition.
- Improve NE Iowa communities as places to work and live by addressing environmental management issues.
- Demonstrate best practices and modernization of private Midwest dairies by updating NICC dairy facilities into a modern education and research lab.
- Meet educational needs of individuals in all sectors of the dairy industry as outlined previously.
- Focus on issues affecting family dairy farms, dairy processing, community development, and the environment.
- Advocate dairy farm families and the dairy industry.
- Train on alternative production systems that provide protect and enhance the environment.
- Promote educational activities and tours for youth.
- Work towards community and economic development.

Conclusion

The Northeast Iowa Foundation Center will help transform higher education though joint planning and use of facilities and seamless programs. Career exploration opportunities will expand for youth. Families, dairy processors, and rural communities will be strengthened by improvements in food systems related to the dairy industry. This unique partnership between a private foundation, a community college, and a land-grant university has come together for the purpose of maintaining and advancing the rural vitality of dairy related agriculture and its contribution to the northeast Iowa community.

Community Building Partnership
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In 1998 Orange County Community College, Middletown, New York, partnered with Orange-Ulster B.O.C.E.S., Goshen, New York, and Newburgh Public Schools, Newburgh, New York, to establish a collaboration to strengthen their educational services and to support community and economic development. Instead of seeking additional revenues, it was decided to pool the staffs and jointly work together.

This effort resulted in an increased programming impact for the Orange County community. We were able to increase our services especially on both the western

and eastern borders of our service areas. We were able to increase day care programs offered, expanded our work force development activities and also enhanced our instructional and services sites. This effort also allowed all three organizations to expand their enrollment and support services while eliminating program duplication.

Some examples of our activities are as follows:

- Orange County Community College and the Newburgh Public Schools entered into a joint agreement to provide day care services for our students and employees in Newburgh, New York, through seeking jointly a state grant. We were able to finance this effort and to provide valuable day care services for a disadvantaged minority population allowing them to complete their high school diplomas and also to begin enrolling in college programs.

- In Port Jervis, New York, the College and Orange-Ulster B.O.C.E.S. were able to acquire joint office and classroom space in an empty office building. At this location we began to offer a number of activities including business development courses, work force development activities and also we jointly operated a one-stop career center. These services were valuable, especially due to the economically disadvantaged residents of the City of Port Jervis.

- We are currently exploring joint computer networking and also expanding summer school programs for area high schools through the Orange-Ulster B.O.C.E.S. staff. This effort will support the need to raise the performance of the area's underachieving students.

The mission of this program was to seek out collaborations that supported the College's mission. Meanwhile, we did not compromise on our mission by entering into financially unstable activities or those that may not have had a positive public image.

Through joint staff meetings between each of the organizations' staff and also the organizations' leaders, we were able to establish a very valuable communications network, which continues to allow us to explore even more collaborative projects.

Also, we learned that a true partner and collaborator is one who will deliver on his commitments with quality and in a timely manner. We plan to continue this collaboration for as long as it makes sense, and we will be able to effectively service our area residents.

Collaborating Programs and Services Between
Collegiate and Public Service Agencies
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The Student Development Department of the East Campus is currently partnering and collaborating with 2 agencies, a) OASIS Center for Sexual Assault and Relationship Violence at the University of Arizona, Tucson, Arizona, and b) the

Groves-Lincoln Park Neighborhood Association, Inc., Tucson, Arizona. Each partnering and collaborating activity is described in the same sequential order.

The Oasis Center for Sexual Assault & Relationship Violence:
University of Arizona, Tucson, Arizona

The Sexual Assault and Relationship Committee (SARV) at Pima Community College was established at Pima Community College (PCC) to examine sexual assault and relationship issues at each of the four campuses and to participate with community organizations who provide services to women and men who have experienced sexual assault and relationship violence. The SARV committee members work each academic year to educate students, faculty, staff, and administrators on the issues of sexual assault and relationship violence issues. Committee members for the academic year of 2000-2001 have initiated programs that are taken to each campus. Campus representatives plan, initiate, and present a program that informs individuals on sexual assault, date rape, reporting date rape, sexual harassment, and relationship violence. The 2000 – 2001 academic year will have four SARV On The Road programs this year.

In addition, the SARV committee representatives from the East Campus of Pima Community College and the OASIS Center for Sexual Assault at the University of Arizona are currently collaborating to seek grants which would be used to fund counseling services for Pima Community College students and personnel at the OASIS Center. The purpose of the grants is to provide funds for a full time counselor who would be available for PCC students and personnel. The OASIS Center provides counseling services currently to students and personnel at the University of Arizona.

Working in collaboration with the Director, Irene Anderson, at the OASIS Center will also provide opportunities for the OASIS Center to provide speakers for programs at Pima Community College. Guest speakers would speak or provide short drama presentations on issues of relationships: sexual assault on campus, date rape, and relationship violence. As student and personnel safety on campus are major concerns of community colleges and universities, the SARV committee's mission is to provide proactive educational outreach to protect students and personnel. The collaborative programs will fulfill the mission of both academic institutions.

Student Development Department-East Campus.
Pima Community College (PCC)

The Dean of Student Development, Shirley Jennings, Ph.D., and Lieutenant Ed Lovio of The Pima Community College Police Department are co-sponsoring a conference on gang activities in the Tucson Metropolitan East side neighborhood community. To emphasize the growing prevalence of gangs on the east side community and the PCC East Campus, the two departments have partnered with the Groves-Lincoln Park Neighborhood Association, Inc. to present a program on gang prevalence and prevention to the Tucson East side neighbors: parents, students, teachers, school administrators, and businesses. The PCC Police Department has invited experts to present a symposium program so that the audience can participate in a portion of the evening events.

The director of the conference, Wanda Ann Miller, met with two Groves-Lincoln Park Neighborhood Association, Inc. board members to plan topics of relevant interest and to invite these two representatives to represent the neighborhood

association on the symposium presentation. Invited guest speakers are regional experts on gangs and gang activities locally and nationally. The intent of the PCC program outcome is for parents, teachers, school administrators, and businesses to work cooperatively in partnerships to seek preventative methods to stop gang growth and criminal activities in our neighborhood community and to establish ongoing collaborative programs between PCC and the east side community.

Gang Awareness: Prevalence and Prevention or G. A. P. P.

A proactive educational outreach program to stem gang and hate activities in our east side community.

Experts on gang and gang activities in our residential, school, and business neighborhoods will answer these questions:

Prevalence

- Who are the gangs in our community and neighborhood? How do gang activities affect my neighborhood, school, or business?
- How do gangs recruit members into their gang?
- What are the signs a parent or school administrator look for to indicate whether a child or teenager is a "wannabe"or a gang member? Clothing? Tattoos? Hair Style? Behaviors?
- Graffiti letters and symbols? What types of gang graffiti identifies different gangs? How can I identify a gang by the spray paint signs? How can I read the graffiti messages on the buildings, bridges, street and business signs?
- What are new styles of graffiti to spread gang messages?
- What are criminal activities of gangs? Do gang members from other areas of Tucson come into our neighborhoods, schools, or businesses to commit crimes or recruit members?

Prevention

- What is being done in our neighborhood and the Tucson community to prevent or halt gang membership recruitment and gang activities?
- What are the prevention activities of: Parent or neighborhood associations? City of Tucson programs? Law Enforcement? Tucson Unified School District? Business Organizations?
- What can YOU do as parent, student, teacher, school administrator or business owner to halt the influence of gangs and prevent criminal activities in our east side community?

All outreach programs with the OASIS Center for Sexual Assault and Relationship Violence at the University of Arizona and the Groves-Lincoln Park Neighborhood Association, Inc. reach beyond the perimeters of Pima Community College to the broader community of academia and our East Campus neighborhood community and the City of Tucson, Arizona.

Armonia Ensemble Concerts:
Creating Cross Cultural Understanding through Music

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Precis

"Armonia" is the Spanish word for "music." Armonia ensemble concerts, conducted by Daley College faculty member Dr. Ricardo Lorenz throughout Chicago, are a unique approach to cross-cultural understanding through music.

Utilizing the creative talents of Dr. Lorenz, the Armonia concerts bring together ensembles from the Chicago Symphony Orchestra and Chicago-based music groups specializing in traditional ethnic music. The concerts serve both as community service/outreach to local high schools and as materials for music and humanities classes. A larger "Armonia" program sponsored by the Chicago Symphony Orchestra also includes films, other concerts, music appreciation courses, and similar activities

The results, while difficult to quantify precisely, are clearly remarkable. Thousands of community residents have heard classical music, often for the first time. They personally experience the relationship between what might otherwise be thought to be unrelated musical traditions. Similarly, hundreds of students in music and humanities classes have enjoyed the music, interacted with the performers, and studied the musical relationships. This has given classroom study of music a dynamic element far beyond that recorded music and even beyond the attending of concerts. Finally, the concerts are a constructive force in the neighborhoods they serve, with music bridging social, educational, and economic boundaries.

Background

Daley College on the Southwest Side of Chicago is a focal point for cultural change. A college that was primarily "South Side Irish" or European in family origin has become a highly intercultural institution. With demographic shifts, the college is serving increasing numbers of non-native born students; more than 50% of the college's students are Hispanic. These new demographics require educators to recognize and address local cultural differences issues. At the same time, cultural differences provide new opportunities and resources, utilizing the community.

This is the educational climate in which the Armonia concerts have developed: changing demographics, changing technology, and an increasing need to reconnect with communities that have changed greatly since the founding of our colleges.

Approach

Traditional approaches to presenting and teaching music are well established. Except for international concerts, music performances are almost invariably limited to one tradition of music—whether a mode of popular music or a program of music in the European classical tradition. In the latter instance, the individual

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pieces may span centuries, but the relationships between the composers are long established and codified. In concert series, schools and colleges may include music from various traditions, but usually do so in separate concerts.

Instructors may bridge this gap by encouraging or requiring students to attend concerts of music in different traditions—and sometimes by including the study of contemporary popular music. This can result in good learning experiences. But the differences between traditional classical music in the European tradition and other music is usually so great as to require an emphasis on differences rather than similarities.

In contrast, the Armonia ensemble concerts bring together musicians from different ends of the musical spectrum. Musicians from the Chicago Symphony Orchestra perform with ethnic folk bands. The first series of concerts featured Sones de Mexico, a six member traditional Mexican band performing music from several regions of that country. In each case, the concert location is chosen based on a neighborhood with a substantial ethnic mix. A typical concert includes an opening number by Sones de Mexico such as *Rais Biba*, a piece featuring percussion and wind instruments, countered by the Chicago Symphony Orchestra Brass Ensemble with three familiar passages from Bizet's *Carmen* and other melodies familiar by ear (if not by name) to traditional audiences, such as *Toreador*. The highlight of the program, then, is a joint performance of traditional Mexican songs, arranged by Daley's Dr. Lorenz, blending classical themes with the lyricism and passion of the Latin music. As some of the ethnic musicians do not read music, the arrangements are written only for the CSO participants, and then practiced with the two ensembles together. A similar series of concerts has been developed bringing together the Icarus String Quartet (from the Chicago Symphony Orchestra) to perform in combination with Raices Profundus, an Afro-Caribbean percussion ensemble led by well-known percussionist Reuben Alvarez.

Results/Replicability

The concerts have led to news stories in the Chicago Tribune and elsewhere. The interest generated has resulted in thirty two such concerts, underwritten by the Chicago Symphony Orchestra. Locations have ranged from libraries and museums to elementary, middle schools, and high schools—and, of course, at Richard J. Daley College. Daley is the only community college in the area with a majority of Latino students. These efforts represent an outreach to several thousand students and community members through the concerts, and have provided material for numerous music and humanities classes both at the schools and at the college. In addition, the program has become an excellent recruitment tool for the college.

Since the first concerts in 1999, these programs have provided graphic evidence of how music can not only cross, but also erase lines of ethnicity and social class. Musicians educated and trained in the European tradition meet on common ground with highly skilled ethnic musicians who may never have received any formal musical training, or even attended school. The concerts communicate that ethnic music can be no lesser art than music from the classical tradition, and that community musicians deserve no less respect than those who play for one of the world's greatest symphony orchestras. This is a powerful message.

This model can be adopted in various degrees at other colleges. While the involvement of a professional symphony orchestra limits such sponsorship to major cities, many small cities and smaller municipalities have community orchestras involving faculty or other musicians from the local community college.

Adaptations of the model can range from meetings of ethnic and classical musicians to joint concerts or even, as in this model, preparation of musical arrangements for the groups to perform together.

Most important, the amazing success and excitement of the Armonia ensemble concerts in Chicago underline the way that music can reach across boundaries of culture and social groups. These concerts have become a creative force in the college neighborhoods, providing a sense of community between new neighbors and long-time residents. The Armonia concerts have placed Dr. Lorenz and Richard J. Daley College in a central position as a constructive cultural force in an area of the city undergoing rapid ethnic change.

SHORE—A Partnership To Help People Work Smarter
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SHORE (Safety, Health & Occupational Rehabilitation for Employees) is a newly formed partnership (February 2000) between Richland Community College, Decatur Memorial Hospital, and David J. Fletcher, M.D.. SHORE represents a continuum of comprehensive services: safety and health training and consulting; work conditioning and hardening; ergonomics consulting; and a Commercial Driver's License program—all under the guidance of nationally recognized and certified professionals—and all in one comprehensive, state-of-the-art training facility.

SHORE'S Overall Goals Are To:

- Reduce the use of medication, hospital services, and lost-time due to injuries
- Increase compliance with federally mandated safety training requirements
- Reduce workplace injuries through training and job site analysis
- Reduce workers' compensation costs
- Increase employee productivity
- Improve employer satisfaction
- Increase employee retention
- Ensure ADA compliance

SHORE's Goals are accomplished through the following services, many of which are accomplished through workplace simulations allowing employees a hands-on opportunity to replicate all types of work environments in a vast variety of industries:

- Occupational safety and health training and consulting
- Work conditioning and work hardening
- Functional capacity evaluations
- Job site analyses
- Litigation support services, including case review
- Post-job offer screenings
- Ergonomics consulting
- Wellness programs

OSHA (the Occupational safety and Health Association) reports hundreds of workplace fatalities and thousands of workplace injuries every year. Many of these incidents could have been prevented through proper employee training. Whether a business is in the service, construction, agricultural or manufacturing industry, SHORE meets their occupational health and safety needs.

SHORE helps organizations meet state and federally mandated occupational safety and health requirements (OSHA, Department of Transportation, EPA, etc.) Many of SHORE's training programs have been approved for professional/technical skills college credit through Richland Community College.

For organizations that don't currently employ a safety professional, SHORE can help develop customized safety training, policies, and procedures. SHORE's staff of safety and health professionals can also provide job site inspections.

SHORE's Safety Training and Consulting Programs can be brought to the company or conducted at our facility—day or night Training and consulting solutions include, but are not limited to:

- Confined space entry and rescue
- Ergonomics
- Excavation and trenching
- Lockout-tagout
- Hazardous materials
- Powered industrial trucks
- Electrical safety
- Process safety management
- Fall protection
- Respiratory protection/fit testing
- Scaffolds
- Personal protective equipment
- Hazard communications
- Ladder safety
- Hearing protection and evaluation
- Concrete Sawing and Drilling (CSDA) training
- First Aid/CPR
- First Responder
- Blood borne Pathogens
- Fire safety/extinguisher training
- Welding-hot work
- 8, 24 and 40-hour Hazwoper
- OSHA 10 and 30 hour Outreach for Construction and
- General Industry

SHORE's Work Conditioning examines the functional capacity of injured workers and offers extensive conditioning services. Computerized equipment evaluates injuries, muscle strength, and range of movement—as well as to treat injuries. The trained healthcare professionals demonstrate proper body mechanics by using such low-tech solutions as crates, metal weights and wooden shelves to measure an employee's lifting ability. The user-friendly, functional capacity examination (FCE) reports offer excellent documentation for litigation purposes and provide real-world guidance for employers to make return-to-work decisions.

Work conditioning services include:

- Half- and full-day work conditioning
- Aquatic therapy for acute care—or combined with work conditioning activities
- Upper extremity and full body functional capacity evaluation
- Variety of post-job offer physical ability screenings
- B200 testing

SHORE's Wellness Programs assist in preventing injuries and maintaining the health of a business' workforce contributing to their success. Workplace assessments by SHORE's occupational health physician and certified ergonomist give companies dramatic results--and may even uncover the need for workplace improvements and employee education classes promoting wellness. Examining an employee's health reduces risk, injury, illness and cost.

Health Risk Assessment Program provides:

- Evaluations of individual employee's health-related conditions and actions
- Assistance in identifying, appraising and reducing health within a corporate or workplace culture risks
- Lifestyle assessments—predict risk for death and disease by comparing individual health habits with good health practices
- Body composition tests that measure fat-to-lean body mass percentages
- Cholesterol tests and education about the risks associated with elevated Cholesterol levels
- PSA tests to help detect early prostate problems
- Hearing protection and evaluation

SHORE's Ergonomics (under the direction of a staff, Board Certified Professional Ergronomist) incorporates six basic elements into the process of assisting companies in the development of their own ergonomics program:

- Management leadership and employee participation
- Hazard identification and information
- Job hazard analysis and control
- Training
- Medical management
- Ergonomics program evaluation

Research conducted by OSHA and the National Institute for Occupational Safety and Health (NIOSH) confirms that employers who implement an ergonomics process in their workplace average 60% fewer injuries. Additional research reveals that for every dollar they invested in an ergonomics process, employers saved an average of $10.00 in medical expenditures and approximately $100 in workers' compensation, lost time, and production/quality control costs.

SHORE's Commercial Driver's License (CDL) Program, offered through Richland, is designed for individuals with little or no commercial driving experience. Participants receive a Department of Transportation Physical; a Commercial Driver's License Learner's permit and endorsement preparation; Department of Transportation rules and regulations; log book; map reading; trip planning; the Illinois Secretary of State-administered Class A road test; and comprehensive vehicle training to prepare participants for an entry-level position

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in the trucking industry. CDL participants are assisted and currently have over a 90% job placement rate upon completion of the course.

The benefits of the partnership between Richland Community College, Decatur Memorial Hospital and David J. Fletcher, M.D., is that through their combined efforts, SHORE is helping people work smarter by providing a workforce delivering products and services to satisfy customers. A safe and healthy workforce results in a thriving company, community, and economy.

Regional Technology Education Initiative
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In 1995 the Missouri Coordinating Board of Higher Education established a funding program to provide education to residents in areas not served by a community college.

The state established 12 geographical areas, each with a community college charged with the responsibility of developing and implementing a Regional Technical Education Program. The community colleges were encouraged to secure partnerships with secondary education, businesses, and other Missouri institutions of education.

St. Charles County Community College developed partnerships with two high schools and a vocational school that allowed the college to establish three interactive television (ITV) sending/receiving sites. The locations provided access to affordable higher education that was previously unavailable to the residents of four rural counties. In addition to sharing classroom space, the partnership also allowed for sharing personnel. In most instances, site coordinators and counselors were full-time employees of the local school district. The college further provided technical assistance and support for ITV classrooms, computers, printers and faxes that were housed at the three sites.

The first year of the initiative was spent developing the technical infrastructure, securing and training site coordinators and counselors, developing Regional Advisory Committees, assessing employer needs, designing an appropriate curriculum, and establishing student support services including advising, registration, access to placement assessment, financial aid, and career services. In the first year of the program, 1997, six classes were offered on site and generated 78 student credit hours.

In 1998, the ITV sites were fully operational and nine ITV classes served 70 students in the four rural counties. In addition, several classes were offered on site and telecourses in health, biology and social science added other education opportunities. In all, 170 students from the rural sites participated in distance education classes in 1998, and in 1999 over 300 students enrolled in over 80 different credit and non-credit classes.

During 2000, more high-level classes were added, including college algebra, English composition II and constitutional law. Technical class offerings included welding, blueprint reading, intro to programmable logic controllers, Computer-Aided drafting and various computer classes.

While enrollments flattened out in 2000, the future is promising for continued enrollment growth as the college strives to find new ways to serve a diverse, rural population. For example, the college now belongs to a four-college consortium that gives students in our rural counties the opportunity to earn an AA degree via distance education. Courses not offered by SCCCC can be accessed at three other community colleges to fulfill degree requirements and to pursue alternative career pathways.

The initial goal of the RTEC initiative was to provide technical education for work force training. That goal was partially accomplished through a partnership with a vocation school that involved SCCCC developing an AAS in Industrial Maintenance in conjunction with an adult education certificate program in industrial maintenance at the vocational school.

From the beginning, progress with the initiative was hampered by the extreme rural nature of the four counties, including sparse population and great distances between the ITV sites. Thus, it was difficult to develop purely technical courses at the distant sites. In addition, the residents in the four counties were more interested in general education than in technical education. In response to the student requests, the state broadened the scope of the initiative to include more general education offerings and authorized the use of initiative funds to develop strong technical programs on the main campus.

Today the college continues to serve the needs of the rural counties by strengthening existing programs, developing new technical programs and by developing partnerships with business and industry in the rural service areas. It is too soon to assess the overall effectiveness of the initiative, but preliminary results indicate high satisfaction by all involved in the initiative and by 2001 the college will have its first graduates resulting from the initiative.

The International Mentoring Program
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The goal of the International Education Mentoring Program has been to teach other community colleges how to begin or improve international education programs. TCC crafted a practical, six-element model which it taught to five protégé colleges by bringing personnel from those schools to TCC; by maintaining extensive phone and e-mail contacts between itself and the protégé colleges; by sending mentoring teams for site visits to the protégé colleges; and by creating a binder of essential documents that solve many problems of how to go about establishing trouble-free programs. The results, after one year, were so gratifying that the supporting agency, the Fund for the Improvement of Postsecondary

Education (FIPSE), increased the award amount and allowed the first tier of colleges to mentor a second tier of five more protégé colleges.

FIPSE was responding, both in its initial funding and in its supplemental award, to the innovative nature of TCC's project. Although many other community colleges have mature, successful international education programs, none have ever offered to analyze the elements that made them successful and then teach those elements to any and all community colleges that needed help. After more than two years of consortial activity, all nine TCC protégé colleges are implementing numerous programs based on the college's model, but unique to their own circumstances and institutions. TCC, in turn, is challenged and inspired by observing these successful adaptations. They include a program to assist community service agencies to meet the needs of immigrants (Blue Ridge Community College), a program to train hospital, court, and emergency interpreters (Forsyth Technical Community College), and a program to train faculty about Japan in a college service area containing fifteen Japanese corporations (Thomas Nelson Community College). The results are clear: the TCC model is replicable by and adaptable to a broad range of colleges.

At a time when world trade is drawing formerly-hostile nations together; when diseases make comrades of medical personnel across the globe; when rich countries are getting richer and poor ones poorer, causing immigrants to arrive in the U. S. from every continent, it is incumbent on all colleges to provide a truly internationalized education for their students. Successful internationalization requires two resources many community colleges think they are too underfunded to provide: know-how and financial support. The TCC model begins with the philosophy that, once a college determines that U. S. students of the twenty-first century must learn about the world beyond their doorsteps just to be effective citizens and to compete in a global workforce, that college can access both the necessary resources. A significant element of what TCC teaches is how to write successful grants that can fund dramatic changes to a college's technical and transfer curricula and its foreign language program.

Tidewater Community College can assist other colleges because it has had many significant successes in a variety of international initiatives.

- Sister-college agreements are in place with institutions in five other countries. These allow for an annual exchange of scholars that enriches the education of students in Poland, Russia, Vietnam, China, and the Czech Republic—but most importantly, for the students of Tidewater Community College.

- Study-abroad programs have been developed that begin with pre-departure seminars and provide credit in history, art, or literature, but last only the two or three weeks that community college students are free to be away. Students describe these programs as "life-changing."

- Over 350 international students study at the college and have their needs met in a one-stop International Student Services Office, which processes their forms, translates transcripts, tests students for placement in English as a Second Language courses, and handles personal crises.

- TCC was selected in October to be part of the Promising Practices "Carnegie Eight"—eight colleges and universities across the U. S. chosen for the excellence of their international programs to participate in a project of the

American Council on Education (ACE) that will undertake assessments of their programs and document the assessment process so that other schools can use it. All the schools selected have in common international programs that involve the whole constituency of the institution. At TCC, this takes the form of its program created principally by the faculty, with an emphasis on curriculum, but maintained by and for the entire college community with the objective of improving a) the international knowledge base, b) attitudes toward others and toward their own ability to effect change, and c) the sense of global citizenship of all of TCC's students, staff and faculty.

- Augmenting standard classroom activities, the co-curriculum reflects this unified vision. TCC's Women's Center creates programs that examine the lives of women throughout the world. TCC's Multi-cultural Diversity Initiative carries out activities geared to helping the entire college community understand the effects of prejudice, stereotyping, and discrimination on the life-chances of the peoples who compose the world's ethnic and racial categories. Further, the college teaches both local and global citizenship through programs in which students carry out service learning in its service area, in poorer parts of the state, and in the Developing World.

While many older community colleges have similar programs, they have often been unwilling to share their knowledge of how to create or enhance them for fear of producing competitors for scarce grant and contract funding, which often support much of their programming. By contrast, TCC's philosophy has always been that resources can be made to grow if more colleges apply for them. Consequently, TCC has sought and found ways to build community college consortia to apply for grant funding as groups. Teamed with seven consortium partners, TCC recently won a National Security Education Program (Department of Defense) grant to carry out a faculty-development and student service-learning program about and in Vietnam. A second consortial project now being developed with nine partners who will carry out a program in Nicaragua. For Tidewater Community College, international mentoring means sharing knowledge and resources in ways that result in win-win programs for all participants.

Students Write to Right: Violence
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The writing contest "Students Write to Right: Violence" is a unique collaboration between the University of New Mexico-Gallup and area county schools to better understand violence in the community. Additional goals of this writing contest are to develop bonds among community agencies, UNM-G, and students of the area. In addition, solutions to violence will be sought, self esteem in at-risk middle through high school students will be raised, and practical experience for Communication and Journalism students will be gained.

The avenue is a writing contest for grades 5-12, broken down into categories of grades 5 and 6, 7 and 8, 9 and 10, and 11 and 12. The UNM-G class of

Communication & Journalism 251, Writing for the Mass Media, wrote and produced the writing contest brochure and all related public relations and publicity materials, such as press releases and cover letters. C&J 251 students sent out cover letters and brochures to English and Social Studies teachers in the McKinley County School District. The students also visited schools to encourage participation. The class publicized the contest by organizing an interview with the local newspaper and sending out press releases to local radio stations. Community leaders involved in ending violence in the area will act as judges for the writing contest.

After the winners have been chosen, all participating writers, interested community members, agencies involved in preventing violence and law enforcement officials will be invited to a forum about violence at UNM-G. At the forum, first, second, and third prize winners will read their essays and receive cash prizes. All students who participated in the contest will receive recognition with a certificate. Winning essays and the names of their authors will be published in UNM-G's student paper, the *Campus Voice*, as well as the Gallup newspaper, *The Independent*. C&J students will continue publicity for the winners by interviewing each author on a local cable talk show.

In addition to the contest itself, outcomes which are anticipated include the development of violence prevention programs through the collaboration of community agencies currently dealing with adolescents and the issues they face. Some of these agencies include Substance Abuse Violence and Reduction in Education, Gallup Police Department, McKinley County School District Counselors and Teachers, Connections, and D.A.R.E. Another anticipated benefit of the contest is the increased self esteem which comes through the positive feedback and encouragement each student will receive in the process.

Plans are underway for UNM-G to continue the contest each year, with a different focus on the various challenges faced by the students and the communities in which they live. The writing contest was made possible by a grant from UNM-G Service Learning Center.

SECTION V

EXEMPLARY INITIATIVES IN ALTERNATIVE DELIVERY

PROGRAM AWARD WINNER

Online Express
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The unexpected and overwhelming demand for quality online courses and programs is driving higher education institutions to look for new ways to efficiently use technology, provide appropriate educational resources, and prepare faculty. Prince George's Community College has taken a significant leadership role in the area of faculty training by creating, funding and implementing Online Express, a dynamic model for online course development.

Typically, campus-based faculty training is built on the premise that a single faculty member develops a single online course for his/her own use. There is no expectation of sharing this course with colleagues if the faculty member chooses not to teach the course or takes a sabbatical. And, more importantly, if enrollments in the course are significant, it is not possible to hire adjunct faculty or another full time faculty member to open an additional section because the course exists for the exclusive use of the faculty-developer.

Built on the premise of teamwork among faculty, administrative offices and technical support, the Online Express does not eliminate the training of single faculty members to teach a single course. To do so would be to stifle individual creativity and would eliminate the benefit of technology integration into the curriculum typically seen after an instructor has participated in online training. Rather, the Online Express adds an exciting and valuable dimension: specific courses that are regularly heavily enrolled or oversubscribed are targeted for team development by the Vice President for Instruction. For example, MAT 125, Applied Pre-Calculus, is a required course whose availability is frequently limited by the lack of available space on campus. A "shared" online MAT 125 course is being developed by a team of Mathematics faculty, with the specific charge of developing a comprehensive, high quality, flexible course to be used by any Mathematics faculty member.

The Online Express initiative creates a college-wide process for developing online courses that fosters faculty creativity and focuses on teaching and learning within the context of a team approach. This project targets parallel initiatives:

- Develop online general education courses so the students can earn degrees and fulfill their educational goals.
- Using a team approach, create "shared" courses for use by any qualified faculty member.
- Identify target credit and noncredit programs and develop the high quality courses necessary to deliver these programs online.

To systematically develop academically rigorous interactive online courses, Online Express trains full-time and part-time instructors who wish to adapt an existing course for online delivery. The overarching goal of the project is to create a process that will be sustainable over the two-year period required for the development of all courses necessary to complete an online degree option. Courses are developed by individual faculty members and by faculty teams, as determined by the Vice President for Instruction. Emphasis is placed on developing high quality course materials that meet or exceed the learning objectives established by the Division or department. The Online Express targets three types of course development: Web-based Courses, fully online courses developed using Front Page and Blackboard; Shared Courses, single courses developed by a team of three faculty developers designed to be delivered by multiple instructors; and TeleWeb Courses, existing telecourses to which a faculty developer will add a substantial Web component using Blackboard and/or Front Page.

Beginning in fall 2000, 14 faculty applied to participate in the first round of training and 12 were selected by the Vice President for Instruction to participate in the Online Express ten-week training program. The training was conducted by two faculty members with extensive online teaching experience and by the Distance Learning Center staff. During fall 2000, another 31 faculty members applied for training; the Vice President for Instruction selected 27 to participate in the training. Participating faculty not only develop their courses but also provide feedback for the kinds of instructional and technical support needed to efficiently adapt courses for the Web. As part of their agreement with the college, faculty are required to take part in an online training program offered by the Technology Resource Center, teach an online course in the designated semester, and demonstrate the course material to a college audience and/or mentor colleagues.

In recognition of the challenges inherent in creating online courses, the College also agrees to provide significant resources to support faculty and to ensure that our students have access to high quality distance learning, including a stable technical infrastructure using Blackboard as the course delivery software, initial training and on-going support from the Distance Learning Center and the Technology Resource Center, and incentive options such as release time for faculty during the development phase and initial course offering.

Expected outcomes from the Online Express initiative are significant: systematic course development will lead to four online degree pathways within two years for students who need or want time and place independent courses; over the three fiscal years of the project, approximately 3,500 student enrollments are projected in these newly developed courses. And perhaps the most significant aspect of Online Express is that trained faculty—working as a team—will bring their newly acquired skills into their campus-based courses, creating a continuum of excellent instruction using technology that transcends the delivery format.

PROGRAM AWARD WINNER

Triton's Undergraduate Center: A Successful Interdisciplinary Online And On-Campus Collaborative Learning Model

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The Undergraduate Center (U.C.) program began in 1975, resembling in many ways the interdisciplinary projects of many colleges and universities that were the fashion of those days. It is comprised of five teachers from various disciplines in the liberal arts, behavioral, and social sciences who have expertise in multiple subjects. The program consists of interdisciplinary "packages" of courses that satisfy general education requirements. Teachers collaborate together in lesson-planning; assignments and exams; the evaluation and assessment of students; team-teaching in the classroom, etc. The Undergraduate Center has continuously re-invented itself, and has survived intact and without interruption into the present day, unlike its counterparts in many other colleges and universities. From the beginning, the program has stressed academic excellence; the creation of avenues of accessibility by students of ordinary ability to materials of greater challenge; multi-cultural awareness; student-to-student and teacher-to-student collaboration; and the use of technology.

In early 1998, the Undergraduate Center faculty contemplated moving their "learning community" online. They had two goals for this initiative. 1) It was imperative that the online courses preserve the interdisciplinary focus and "unit" structure of the program and emphasize the U.C.'s long-standing learner-centered approach to fostering a learning community. Creating a highly interactive virtual community of learners was essential. 2) The U.C. faculty also wanted to connect the virtual community of online learners to the classroom community of on-campus learners. In addition to facilitating active learning in both "synchronous" and "asynchronous" learners, the faculty envisioned a highly interactive "community of one" in which learners functioned in a community with both online and on-campus students as classmates.

This vision was the foundation for incorporating web-based instruction into the U.C. in a way that would not only preserve but also enhance interactive learning and facilitate student access, learning, and retention (among both on-campus and online students). WebCt instructional software is the design platform used. In online classes a student is permitted to sign up for one or more U.C. online course at a time. The faculty encourages enrollment in all the "packaged" courses simultaneously or sequentially, however, so that full advantage may be taken of the interdisciplinary components of each course. Each online student has a "mirror" group of on-campus students as classmates. The U.C. web courses have both online (asynchronous) and on-campus "live" (synchronous) students registered, studying the same things at the same time. If they want, online students may attend class with their classmates in a regularly scheduled class any time. They may attend class discussions, lectures, and fieldtrips with their on-campus classmates. The on-campus classes (taught by the same instructors) are web enhanced. On-campus students may do a part of their semester's work over the web, which is especially helpful if someone misses more than a few days

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of class. Both online and on-campus students participate in online discussions, so even online learners who do not attend any on-campus class sessions interact and collaborate with their campus-based classmates. Both online and on-campus students have access to the best of both worlds!

The uniqueness of the program, the support it has enjoyed from the community, and the secure position it enjoys within the structure of the School of Arts and Sciences have made it possible to refine and tinker continuously. The teachers bring online a veritable blizzard of innovations and creative teaching solutions. Just a few examples can be cited: "seamless links" are incorporated into the linked courses, so that with a mouse click a student in one course may enter the other courses, even if they are not yet registered for them. This means that a student studying Oedipus Rex in the theater course, for example, may "click into" the ethics course for a supplemental lesson in Aristotle's conception of character. With another click, he may move into the sociology course for a lesson in the politics of kingship in Ancient Greece. Sections of plays from theater are used as "case studies" for the ethics class. Instructors team-teach and guest lecture in each other's net courses using the discussion board function (which each instructor uses for lectures and guided-discussion). This collaborative, interdisciplinary approach enriches each online course (even for students who are only taking one of the classes at a time). Students need not be aware of when they are doing the assignments and activities for one course or another. The disciplinary barriers between areas of knowledge are not visible. Once a student discovers that sometimes areas of knowledge overlap, he starts to (and is given the online opportunity to) seek out these inter-connections for himself. The student becomes a self-educator, not just a hoop-jumper who passively satisfies syllabus requirements.

We can boast of some success with our initiative. Last year, two of our online courses (theater and ethics) were named among the fifteen most exemplary WebCT courses in the nation. We have developed and utilized an internal assessment tool that demonstrates a high level of student satisfaction with their learning experience. Additionally, one hundred per cent of our on-campus students go "into" the net classes to utilize resources (such as online libraries and interactive-readings), take quizzes, and do exercises. On the flip side, roughly sixty-percent of our online students "visit" on-campus classes to participate in discussions. Retention rates of fall, entering freshmen going to spring term are roughly 30 per cent higher than the rest of the college.

Lastly, this synchronous/asynchronous teaching-learning initiative can be adapted by other institutions. One aspect of this initiative is the inclusion and integration of online and on-campus students in a single class. This has been achieved in the UC online and on-campus classes by setting aside five seats in 25-seat capacity courses for net students. The five seats are assigned a related but distinct section number. For administrative purposes, it appears to be two separate sections (something of a headache at first), but it is one section with a division within it. The teacher has no problems keeping it straight because all of his students are managed as if in one section by WebCt's grade management system.

HONORABLE MENTION

Assuring Quality In Distance Learning
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Holyoke Community College (HCC), a state-supported institution begun as Holyoke Junior College in 1947, launched an online, distance learning program with a determination to assure instructional quality. The college enrolls more than five thousand students and decided in the fall of 1999 to offer fully online courses in order to:

- Increase access to populations not able to meet traditional class schedules;
- Help the college address a shortage of classroom space due to growing enrollment;
- Enhance student technology skills and prepare for 21st century lifelong learning; and
- Capitalize on the knowledge of faculty who were early adopters of computer technology.

The College went through a broad-based planning process to develop a plan for distance education. There was agreement on the need to ensure quality every step of the way.

The program was designed to begin on a small-scale and increase gradually. Enrollment after four semesters indicates the program's steady growth and attraction for students:

Semester	Course Sections	Students Enrolled
Fall 1999	3	66
Spring 2000	7	146
Fall 2000	2	253
Spring 2001	24	492

To assure quality, HCC addressed nine indicators described below.

1. Instructor Preparation: Interested faculty were recruited to enter a forty-hour training program. The College employed an Instructional Designer who created and offers a fifteen-hour onsite workshop followed by twenty-five hours of self-paced online training. This course focuses on both the technology and the pedagogy of designing and teaching an online course. Participating faculty offering an online course received an incentive of $750 to complete the training and $1,500 to develop an online course. Fifty faculty have completed the training. The Instructional Designer is available to work one-on-one with faculty. The course has proven such a successful model that a neighboring community college and four-year state college have paid HCC to enroll a dozen of their faculty.

2. Design Quality: Faculty are paid when a satisfactory course is delivered online to the supervising divisional dean. The course is reviewed by both the

dean and the Instructional Designer. In addition to normal content expectations, the course must meet established design standards, including sufficient student interactivity.

3. Technical Support: A $100,000 grant from the state was used to purchase a large server and high-end computer equipment and software for online course adaptation stations. The Academic Computing Department created a separate network with back up systems, including power supply, for the distance learning initiative. The College uses WebCT for course delivery and has continually upgraded to the latest version. Technical staff are available to respond to technical problems from 7 a.m. to 9 p.m. daily and are on-call at times where students experience difficulty.

4. Student Preparation: Before participating in a distance course, students are encouraged to complete an Online Orientation that evaluates their knowledge of computer use and the Internet. HCC clearly communicates the computer system and skills requirements for success in an online course, including independent learning and motivation. The college purchased a comprehensive "how-to" software package and manual on WebCT from an instructional design firm in South Africa. The Academic Computing Department used this package to generate detailed web pages that walk students through the various problems they may encounter. Most instructors also offer an on-site orientation to review course requirements and meet in-person.

5. Student Services: The College developed electronic links to ensure access to the range of student support help, including financial aid, counseling, and electronic advising. Appropriate links to student development web pages have been created, including e-mail addresses of student service providers. A particular focus was students with disabilities. Blind and deaf students purchase adaptive software for their personal computers.

6. Library Support: Online students register with the library through WebCT, enabling students to access through any Internet connection numerous databases, many containing full-text articles. The library online catalog includes not only the full HCC collection but also the holdings of the libraries in the central and western Massachusetts network, which can be requested and quickly shipped to any library for convenient pickup. In addition, reference librarians are accessible through e-mail to assist students with their research needs.

7. Student Feedback: A survey designed by the College has been administered to all online students the past two semesters. Fall, 2000 highlights are:

    - 74% satisfied with the online experience; 7% not satisfied
    - 51% reported logging on to their course every day; 49%, 3-5 times per week (No students less than 3 times a week)
    - 46% felt the online course improved their writing proficiency
    - 63% spent more time in an online course compared to traditional classes
    - 58% had online class discussions at least once a week
    - About half of the students were over age thirty and had children at home
    - Only 1% resided outside the college's service area

8. Academic Achievement: The college has begun reviewing online course grades and comparing with the same courses taught in the traditional classroom format on campus. The grade distribution is almost identical, with close to two-thirds receiving C+ or better. The withdrawal rate was 18%, only 4% higher online. This relatively low figure compares most favorably with recent national literature reporting rates of nearly 50% online course withdrawals.

9. Faculty Input and Collaboration: Each semester faculty teaching online courses are brought together to exchange experiences and tips on improving online instruction. Three times the College has had a panel of online instructors share their experiences with and answer questions from faculty who have not yet engaged in this new medium of instruction. HCC has also administered a survey of online instructors to receive feedback on the experience and ways to improve instructor support and success. HCC faculty have given technical workshops on distance education to area K-12 teachers.

Holyoke Community College feels it has created an effective online distance education program by growing gradually and deliberately and emphasizing quality and feedback measures. The growing enrollment, low withdrawal rate, and student feedback attest to the program's efficacy and quality.

Online Courses

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Over the past four years, Atlantic Cape Community College (ACCC) has led New Jersey's two-year sector in delivering online courses. The College has developed an academically sound, research-driven and collaborative program. When ACCC decided to offer Internet-based courses in the spring of 1998 the faculty and administration worked together to develop three guiding principles:

- The pedagogy would drive the technology.
- Both faculty and students would the resources they needed to be successful.
- The program would receive continuous assessment to ensure the quality of its academic offerings.

While many colleges in our state now offer online courses, ACCC's program is different. The College teaches a wide variety of courses online, has established built-in assessment and support, and collaborates in many ways with other community colleges.

Although ACCC is a small college (5000 students/semester, 80 full-time faculty) we have used our resources wisely to ensure a quality program. We have provided many workshops for other colleges to help them replicate our model.

The College now has eight full Associate Degrees online. Over seven percent of our enrollment is in online classes. More than 800 students took online classes in Fall 2000; the number registering for these classes grows at 20% each semester. Despite this explosive growth, ACCC has stayed true to the guiding principles mentioned earlier.

Quality in online courses begins with the selection of appropriate courses and faculty. The academic integrity of the programs remains the responsibility of each academic department. Deans and chairs select the classes and the faculty who teach them online. Only full-time faculty taught the first online classes the College offered. Presently, 62.5% of full-time faculty teach at least one online course a year. Of the 80 online courses, part-time faculty developed two.

By contract, the class size is limited to 20. Faculty may take more students with permission of their Chair; if they do, they are compensated. The faculty member who develops a course for online delivery owns the course material, the assignable copyright, and enjoys all rights conferred by owning that copyright.

Faculty are supported in the course offering by three full-time instructional technologists, who are responsible for providing support for faculty and students. These instructional technologists aid faculty in moving content online and developing media-rich CDs, streaming videos, and videotapes.

Online registration, advising, tutoring, an 800-number, and help-desk e-mail are offered to students. Librarians assist faculty in developing exercises that use online databases and in designing assignments that require evaluation of Internet content.

Courses are continually evaluated. Success is defined by a grade of A, B or C. Students who fail, receive a D (non-transferable grade) or withdraw for any reason are considered non-successful. Using these criteria the records of the 748 online students in fall of 1998 and spring 1999 were examined, and 68.2% were found to be successful. The records of students taking traditional courses were then examined for the same period. These students had a 70.1% success rate. While the rate was slightly higher than that of the online students, the difference was not statistically significant. What was significant was the number of "A" grades: 43% of the online students received an A, while 32% of the traditional students received an A.

Six faculty taught the same class online and traditionally in the spring 1998 semester. In three of the classes the success rate of the online students was higher; there was very little difference in the success rates when the students of the same teacher were compared.

English Composition 1 & 2 is the only sequential required courses for every Associate degree. Examination of the grades of the students who took English Composition 1 online and English Composition 2 in a face-to-face showed that there was not more than one letter grade difference.

Student evaluation of online classes is accomplished through the Web. Students who fill out the form are entered into a database for a drawing for a gift certificate to the bookstore. The response rate in Spring 2000 was 48% (N=375). On a five-point scale, with 1 being the highest, the average for all 16 questions was less than 2 (very high). Four technology questions at the end of the survey also received a positive response, with 89.9% of the students agreeing, "I feel comfortable expressing my opinions and responding to questions in this course format."

As ACCC developed online courses, other NJ colleges became interested in our expertise. In spring and fall of 1998 the college offered one-day workshops for faculty from New Jersey community colleges.

Our work with other New Jersey colleges led to the development of the New Jersey Virtual Community College Consortium. All 19 New Jersey Community Colleges share online courses, using the host/provider model. All the online courses have the same tuition, $80/credit. Management of the consortium's Web site and database was a major issue. The Consortium selected ACCC for this task. ACCC provides programming services for the Web site (http://www.njvccc.cc.nj.us) in which all registration data is kept. ACCC's Web programmers modify the site as directed by the consortium, and produce reports in the form requested by consortium members. Mary Wall, the Dean of Academic Computing and Distance Education, received the "Community College Spirit Award" from the New Jersey Council of County Colleges in recognition of ACCC's efforts in behalf of NJVCCC.

Faculty and staff at ACCC continue efforts to train New Jersey faculty. In spring 2000 two faculty were selected by New Jersey Virtual University http://www.njvu.org to deliver day-long workshops on Effective Online Teaching at six locations throughout the state. Eight colleges have received on their own campus hands-on training from ACCC's faculty and staff.

ACCC has used its budget wisely and creatively to produce a culture that supports online faculty and students. We have shared our successes and our challenges with other colleges. Our research has shown that "small can be successful" if academics are a priority, support for faculty and students is built in, and research is ongoing.

Fast Track Technology Programs
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Bellevue Community College (BCC) is proud of its track record and responsiveness to industry training needs, satisfying educational needs for employers and employees in the service area. On several occasions the college has turned to the Continuing Education (CE) division to design and enhance training programs, which address current business and student needs. Often, these offerings are integrated into BCC's academic credit programs after successful implementation through CE.

The Fast Track Technology Program is a prime example. From its inception, the Fast Track Technology Program benefited from a collaborative relationship of business, education, and government partners. The program, designed to help alleviate the critical shortage of high-tech workers, was launched at BCC in 1998, in partnership with the Private Industry Council with a $700,000 grant from the U.S. Department of Labor Technology Innovation Program. Program designers used existing relationships with IT industry companies to design cohort programs, about six months long, with the necessary components for students to acquire the skills, confidence, and experience necessary to enter the high-tech field.

Based the knowledge that high-quality faculty is pivotal to program success, Fast Track faculty members are recruited and selected based on their significant real-world experience, as well as industry certification(s). Instructors offer insightful and practical examples from the workplace to enhance concepts and principles taught in the classroom, and they tutor students with test-taking advice specific to exams. In addition to expert instruction, Fast Track faculty members are also instrumental in advising college administrators about program modifications to benefit students.

Students entering the programs are highly motivated. The college has designed a successful process to determine suitability and qualifications for the program. Each program provides students in-class instruction and hands-on activities to reinforce skills. In the content-rich technical component of the program, students are provided the daily opportunity for test preparation and skills building targeted at specific positions within the IT industry. Professional development training includes all facets of the techniques and skills employees need to succeed. Each student has his or her own computer in the classroom and is assigned a customized hard drive for the duration of the program. In addition, a study lab is available seven days per week. Courses are delivered sequentially, allowing

students to build upon learned skills, and to take exams incrementally throughout the months of classes. The testing process is made more convenient by the fact that BCC hosts an authorized Prometric and VUE testing center in the same location where Fast Track classes are taught. The Fast Track tuition is inclusive of certification exams.

In response to market trends, student input, and industry needs, the programs are constantly reviewed—a process that results in enhanced subject matter and the development of new programs to address current market needs. There are several examples of the benefits of this review process. During 2000, BCC established an entry-level Cisco Networking Fast Track Technology program that includes basic networking skills and Windows 2000 training. This enhancement provides graduates with a well-rounded skill set for their targeted role as systems engineer in a Cisco environment. The addition of several curriculum tracks (e.g., site designer, e-commerce, etc.) in the Certified Internet Webmaster Program increased student opportunity and business options. For student convenience two cohorts start every month.

One of the hallmarks of the Fast Track Technology Program is its focus on providing students with entry-level skills for the IT workplace with the intention that many students will come back for more educational advancement after gaining a foothold in the IT industry. Industry representatives reported that a successful MCDBA (Microsoft Certified Database Administrator) or MCSD (Microsoft Certified Solutions Developer) required significant experience in programming. This factor precipitated development of a MCP (Microsoft Certified Professional) Program, which allows students to acquire entry-level programming skills and positions prior to successfully transitioning to the more advanced MCDBA or MCSD certification courses. Also, the addition of an Introduction to MCSE (Microsoft Certified Systems Engineer) Program allowed students to follow a curriculum through the five core *required* exams of the MCSE program. After completing the introductory program and gaining an entry-level position in industry, students may choose to come back to school—often times paid for by an employer—to complete the remaining *elective* requirements for the MCSE certification.

The quality of the instructors, the program design, and on-going enhancements have resulted in a 97 percent completion rate for the Fast Track Technology Program. Since the program start, 400 students have completed programs and another 380 will complete this year. Beginning average salaries of $34,804 represent a 21 percent increase over the $28,800 average salary reported for individuals prior to entering the program. In addition, IT professionals gain base-pay increases of 10 - 20 percent per year, compared to the 4 - 5 percent average for non-IT workers.

In 1999, the Washington State Board for Community & Technical Colleges chose BCC's Fast Track Technology Program as a "Best Practices" model program, which resulted in other state colleges receiving funds to replicate this innovation. As a result of the program's success, BCC received designation as a Regional Training Hub for both Microsoft and Cisco Certification educators and was recently awarded a contract to provide IT training to all state high school IT teachers. BCC Fast Track administrators have been invited to present information about this program at each of the last four League of Innovation conferences. College administrators come to BCC from all over the United States to acquire first-hand knowledge in constructing and managing these programs. In 2000, the Washington State Higher Education Council awarded the Fast Track program

additional funding, the first time state money has been awarded to a Continuing Education program at any Washington State college. BCC used this funding, in part, to facilitate the process of making the programs credit-based. Currently, Fast Track administrators are working with four colleges in other service areas to duplicate a Fast Track Web Assistant Program. This program is designed to assist workers who require wage progression for survival to gain employment at higher salaries.

Web Camp: Web-Enhanced Instruction and Virtual Fires!

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Web Camp is a professional development opportunity for faculty and professional staff members to learn how to use a course management software package (WebCT). Web Camp includes hands-on and pedagogical instruction for full time and adjunct faculty.

Web Camp was designed to provide four goals for faculty participants:

- To create opportunities for pedagogical discussions with faculty facilitators;
- To provide hands on instruction with technical facilitators;
- To facilitate collaborative and interdisciplinary discussions between participants; and
- To produce a product that would be used in faculty classes the subsequent semester.

The first Web Camp was held from August 7 to 11, 2000 and was attended by fifteen faculty participants; additionally, twenty-eight faculty submitted their names to a Waiting List for Web Camp. Faculty from the following disciplines participated in Web Camp: Biology, Business Administration (Accounting and Purchasing), Clinical Laboratory Science, Computer Information Systems, English, Foreign Language (Spanish), History, Math, Nursing, and Office Administration.

Participants completed an intake assessment and gathered course materials and resources before and during Web Camp to complete their course module projects using WebCT, a course management software package. Each participant presented his or her Web Camp projects during a Show and Tell Session. After the conclusion of Web Camp and during the coming academic year, faculty participants continued to expand and adapt their WebCT course modules.

Sample faculty projects incorporating web-enhanced instruction included:

- An introductory web enhanced WebCT Intermediate Spanish course site including assignments, and course resources. The module focused on a course assignment requiring students to access Garcia Lorca museum sites and Spanish language newspapers via the World Wide Web.

- An introductory web enhanced WebCT Graphing Calculator Frequently Asked Questions module. The module will be used to provide students

instructions and sample problems for use with the graphing calculators used in several math courses.

Faculty evaluations of their Web Camp experiences were overwhelmingly positive regarding their overall experience at Web Camp, the interactions with Web Camp staff members, and their expectations for Web Camp.

- 100% (14/14) of participants rated their experience at Web Camp as "Very Good" or "Excellent."
- 100% (14/14) of participants rated their experience with Web Camp staff as "Very Good" or "Excellent."
- 100% (14/14) of participants indicated that Web Camp had met their expectations with 5 participants noting that Web Camp exceeded their expectations.

Faculty evaluations indicate that minor adjustments should be made in two areas: use of additional hands-on instruction time and pacing of hands-on materials presented during Web Camp. Participants indicated that they benefited greatly from the interactions with the faculty facilitators; however, they would like to have more time spent in hands on technical instruction sessions, especially in one on one sessions. Additionally, participants indicated that the pacing of the hands on instructional materials could be slowed to accommodate various participant learning styles.

Overall, Summer Web Camp 2000 was an exceptional professional development opportunity for faculty members at the College. Due to the success of the first Web Camp and the continued interest in web-enhanced instruction, the College funded a second Web Camp during the Winter 2001 Intersession.

Participant feedback from the first Web Camp session was included in revising the program schedule and agenda to include more hands-on time with WebCT, additional time for interdisciplinary work for session participants, and a stronger focus on web-enhanced instructional strategies.

Sample faculty projects incorporating web-enhanced technology for Winter Web Camp included:

- An introductory WebCT module for a Career Exploration in Deaf Studies course where students explore and participate in local, regional and national deaf studies web sites and online courses.
- An introductory WebCT module for developmental students where students can link to various College resources, activities, and a glossary of academic and College terms to help ensure their academic success.

Participant feedback for Winter Web Camp was also very positive with 100% of participants indicating that Web Camp met or exceeded their expectations. Faculty participants are very interested in additional opportunities to expand and extend web-enhanced instruction in the classroom.

There is much interest in offering additional Web Camps for faculty and even interest in offering an Advanced Web Camp for participants to continue to increase their skills in using web enhanced technology in the classroom.

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Regional Learning Network (RLN)
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Description of Initiative

The Regional Learning Network (RLN) is an intrastate consortium of four community colleges in Ohio designed to share distance-learning curriculum via distance learning. RLN will provide students in rural southern Ohio access to more courses and programs than are currently available at most of the member institutions.

In the first year, member colleges Clark State Community College, Columbus State Community College, Edison Community College, and Southern State Community College met to consider courses and programs that they wished to "import" for the benefit of students in their service areas, equipment needs, and professional development needs. Four vital committees were developed: Curriculum Committee, Technology Committee, Professional Development Committee, and the Student Services Committee. Committees consist of staff and faculty from each of the colleges.

Innovative and Creative

The RLN is a creative partnership that seeks to address the issue of access at the local and regional levels. Access to additional educational programming is expanded within currently available resources making RLN cost-effective, sustainable, and easily replicated in other areas of the state.

Adaptable by Other Colleges

Since its inception RLN has received many inquiries from other two-year colleges in Ohio and has already expanded its membership to include one additional college. The model can easily be replicated in other areas of the state and current RLN members have readily shared their experience in this initiative with colleagues who have expressed an interest in similar regional partnerships.

Indications of Success

After one year, the RLN partnership has demonstrated the following successes:

Student Services Committee

- Procedures for cross-registration that will eliminate multiple applications and costs for students are completed.
- Web-based courses from all four colleges are marketed in each college's class schedule.

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Professional Development Committee

- Two professional development meetings have been conducted with faculty and staff from each college.
- Numerous training sessions regarding development of web-based courses and utilization of videoconferencing were conducted for faculty.
- A common web-site has been developed for the RLN providing free courses for faculty training and additional resource information.

Curriculum Committee

- Identified the following areas for curriculum sharing:

Court Reporting	Medical Assisting
Exercise Science	Medical Laboratory
Foreign Language	Veterinary Technology
Health Information Management	

Technology Committee

- Technology staff has conducted numerous meetings to research videoconferencing equipment.
- Purchased and installed videoconferencing equipment at each of the four colleges establishing a commonality for course delivery.

Conclusion

Regional Learning Network member colleges believe this initiative to be an excellent example of "working smarter" and more effectively within current funding levels and physical resources. Several of the programs under consideration for RLN are high cost programs that likely could not be undertaken by some member colleges. The RLN partnership will provide local access to specialized courses and programs to learners where such options are currently not available.

Home Grown: Online Course Development
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As higher education seeks to provide online instruction, many schools have married their programs to commercial firms and providers. Such partnerships offer the advantage of combining the expertise of the market and the academy, but often at a high cost. Typically, such public-private partnerships require long lead times to bring a course online, incur high initial development expense, and tie the school to continued delivery of the course with and through the private partner.

ERIC Full Text Provided by ERIC

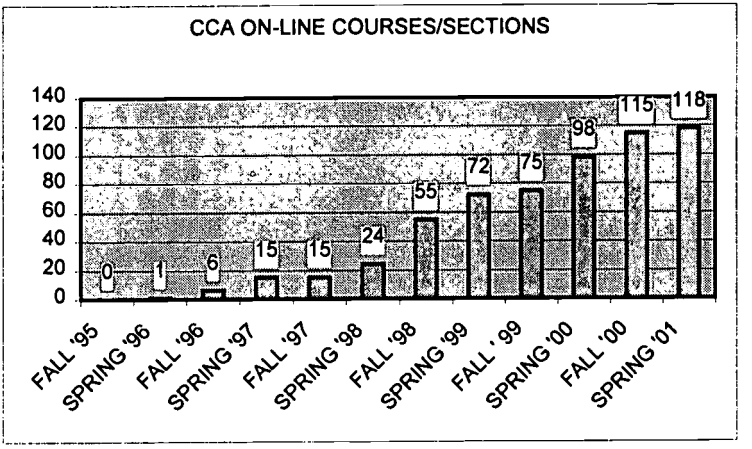
The Community College of Aurora has developed its successful online distance education program on a different model, providing rapid development, low costs, and on-going control of course delivery, relying entirely on college resources. Key components of this success include:

- In-house training BY faculty FOR faculty, on Techniques for online Courses
- Master planning for development and delivery of online courses
- Mentoring of instructors new to online delivery by more experienced faculty
- Maintenance of courses and websites on the Instructional Unit's own servers
- Strong, sustained support from administration and computer faculty

The Program

The Community College of Aurora serves Colorado's third-largest city, adjacent to Denver. Educating a diverse population with diverse needs, the college has long offered a variety of face-to-face classes, scheduled at varied times and locations around the city, as well as telecourses. In 1995, the College administration and faculty embarked on a trial effort to augment that form of distance education with the addition of online internet-based courses. A technologically-savvy professor brought up the College's first online course, an Astronomy class, in the spring of 1996, aided by College computer faculty. Following his lead, other faculty members (basically self-taught) developed five more classes over the summer, and the College offered six online classes in the fall of 1996. The number had grown to fifteen by the end of 1997, and twenty- four by spring of 1998. That steady growth, while modest, reflected on-going administration support, faculty interest, and the growing technological sophistication of the College's students. Students wanted more courses online, but our first round of online presenters had now created electronic versions of each course they taught. The College was approaching the limits of its initial online development capacity.

The College could no longer rely on self-taught instructors. In spring of 1998, the College computer faculty offered a five-week course for faculty, instructing them both on how to administer an online course, and on the use of Microsoft FrontPage © to author their online courses. The faculty graduates, both full and part-time, of that first class brought their classes up in Fall of 1998, and carried the College total to fifty-five online courses. A second five-week FrontPage © class, with new instructors, ran in fall 1998, and spring of 1999 saw seventy-two courses online. By spring of 1999, the College had expanded its faculty-training course to an eight-week format, and it began offering an online version of that training in the spring of 2000. Outside of class, faculty experienced in online instruction assisted newcomers in developing their courses. By training its own online instructors, using existing faculty, the College was able to offer 105 courses, in 118 sections, for the Spring 2001 semester. Student support is measured, in part, by 1,200 enrollments in online courses in the Spring 2001 semester.



That rapid growth required, and was made possible by, administrative experiments. Initially, the College's entire Distance Education program, both telecourse and online, was administered by one half-time faculty member, with substantial support from the computer faculty. As the online program grew, responsibility shifted to the Distance Learning Instructional Committee, composed of two representatives from each of three instructional divisions, and the Web Mistress. Committee members solicited proposals for new courses, along with rationales as to why each course should be developed, from their academic peers across the College. Committee members then voted on each proposal, ranking it according to criteria specified in a 1998 master plan. Those criteria included such factors as whether or not it contributed to a degree or certificate, was part of the academic core, or lacked an existing telecourse version as an alternative to traditional face-to-face delivery. Those proposals scoring highest were recommended first for development and delivery; those scoring lower were to be developed last, or not at all. The recommendations then went to the Instructional Leadership Team, consisting of the Vice President of Instruction, the three division deans, and a faculty representative, for final determination.

Rather than paying commercial development fees for a proprietary system, the College paid each instructor to develop a course, for the same fee they would be paid for teaching a course at their adjunct faculty pay level. Once the course is developed, faculty members receive their standard pay for teaching the course. Instead of paying an outside firm to administer and carry the online courses, the College operates its own servers, administered and maintained by computer faculty members. Thus, each course has been developed for somewhere between $1,350 and $1,625. In addition, Regular Faculty took the online training course as part of their standard load, while adjunct faculty were paid $10 per hour to attend the training. At the same time, an online consortium in the state has been paying an outside firm a development fee of $8,000 per course, well over quadruple the College's cost for internal development.

By training its own faculty to develop and administer online courses, employing a cross-division planning system, and running its own servers, the Community College of Aurora has quickly built and maintained a quality online education program with a minimum of expense.

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CPA Fast Track Program
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In Maryland, Certified Public Accountant (CPA) exam candidates must have satisfactorily completed 150 semester hours, including a bachelor's or higher degree and 60 semester hours in accounting and related subjects. The objective of increasing the education requirements from 120 to 150 hours is to improve the overall quality of work performed by CPAs confronted with advancing technology, an increasingly complex business environment and society's continuing demand for accounting and assurance services. Expanding the education requirement provides the opportunity for a well-rounded education and will enable CPAs to acquire basic accounting and business knowledge and to develop the skills needed to support lifelong professional careers.

Eligible CPA exam candidates must successfully master 60 hours of accounting and business related courses. Of the 60 hours, the American Institute of Certified Public Accountants (AICPA) recommends that candidates take 33 hours related specifically to business and 27 hours related specifically to accounting. Because the Community College of Baltimore County: Catonsville (CCBC) is an accredited institution, CCBC accounting courses are recognized by the AICPA. The Fast Track Program focuses on those accounting courses.

In an on-going effort to meet the diverse needs of diverse students, the Community College of Baltimore County: Catonsville (CCBC) has created a course of study to meet the needs of an emerging student population. In general, the CPA Fast Track Program at CCBC is designed for those students who already hold a bachelor's or higher degree and would like to sit for the CPA exam.

At CCBC, students can take classes year round. Classes are offered during traditional fall and spring semesters as well as two-compressed summer sessions and one winter session. The CPA Fast Track Program provides students with the opportunity to complete all of the required CPA exam accounting courses within a 12-month cycle. Although classes can be added or deleted, every semester a dedicated core group of courses are offered as follows:

Summer Session I
- Principles of Accounting I
- Principles of Accounting II
- Intermediate Accounting I
- Advanced Accounting I

Summer Session II
- Principles of Accounting I
- Principles of Accounting II
- Intermediate Accounting II

Fall
- Intermediate Accounting I
- Advanced Accounting I
- Tax Accounting I
- Cost Accounting

Winter
Principles of Accounting I
Principles of Accounting II
Spring
Intermediate Accounting II
Advanced Accounting II
Tax Accounting II
Auditing

The CPA exam is administered nationally only twice a year, in May and in November. A student, enrolling in the fall semester, may complete the necessary accounting courses to be eligible to sit for the November CPA exam in the following year. A student, enrolling in the spring semester, may complete the necessary courses to be eligible to sit for the May CPA exam in the following year. If additional non-accounting courses are needed, with proper advisement and planning, the student may still meet this time schedule.

The Fast Track Program at CCBC has been remarkably effective and successful. This can be attributed to several factors:

- There is an enhanced coordination of course offerings among the accounting and business faculty;
- The number of sections of accounting courses running each semester has increased since the inception of the Fast Track Program;
- The number of students completing each course, particularly the advanced subjects, has increased;
- The infusion of technology in the classroom has expanded instructional delivery capacity and resultant student mastery;
- Course development, expansion and revision has been driven by input and criticisms submitted by students, faculty, advisory board members and the business community; and,
- Economic and marketing forecasting provided and continues to provide information about trends, thereby enabling the accounting program at CCBC to maintain its relevance and reliability.

The CPA Fast Track Program at CCBC provides a distinctive opportunity to members of the Baltimore County community. By utilizing existing resources, CCBC has been able to redefine academic expectations of students and professionals. Like the accounting profession, CCBC is dynamic—not static.

Library Technical Assistant A.S. Degree Program via the Internet
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Library paraprofessionals in Florida had no direct access to learning opportunities focused on high technology information science prior to the creation of this program.

Indian River Community College (IRCC) offers an Instructional Services Technology A.S. degree program with the Library Technical Assistant (LTA) option via the Internet. The program, offered as a campus-based program since 1991 and an online program since 1998, is designed to educate library paraprofessionals new to the field and to re-educate practicing library paraprofessionals (http://www.ircc.cc.fl.us/learnres/libsrv/libresrc/lta.html). Library operations have evolved from a low technology basis to a high technology basis. Today, library information resources make use of computer technology, including online databases, online public access catalogs, electronic networks, the Internet, CD-ROMs, and electronic cataloging. To deal effectively with electronic information and to provide information through electronic sources requires expertise in both computer and traditional library skills.

The program is unique, as it is the only A.S. degree program for Library Technical Assistants being offered in the state of Florida and the first IRCC program to be offered via distance education. The State Librarian of Florida also endorsed the program for statewide library paraprofessionals. Furthermore, it is the only LTA A.S. degree program offered via the Southern Regional Electronic Board's Electronic Campus (http://www.electroniccampus.org/). The SREC represents 16 states.

The latest statistics from *Florida's Workforce 2005* indicate that employment for library technical assistants is projected to grow about 29.3%. Florida has approximately 14,160,000 residents who are served by over 3500 libraries in which an estimated 75% of the workforce is comprised of paraprofessionals who can obtain A.S. degree training at only one Florida academic institution—Indian River Community College. The complete degree program is offered via distance learning, thus enabling students another alternative to campus-based instruction. Library science education is available at Florida State University and the University of South Florida, but not at the A.S. degree level. IRCC is also investigating 2 + 2 + 2 articulation agreements with FSU and USE for students wishing to continue their education.

The impetus for moving the courses online was to provide an alternative avenue to campus-based courses. Time constraints forced many students to postpone or stop their education, and web-based courses provide the flexibility that students need to continue earning their degrees without the limitations of a set schedule. Many students have indicated that earning a degree is important to them both personally and professionally. Through their online coursework, several have already advanced within their own careers.

The online program is particularly beneficial to students who are disadvantaged by time, distance, or physical disabilities. It is offered online via the World Wide Web utilizing web technology, e-mail, chat, and online bulletin boards. The program allows for students to work within the parameters of a schedule or at their own pace. A number of learning styles are tapped through the program curriculum. Thirteen theory and computer application courses within the LTA pogrom were redesigned for web-based instruction. The revised curriculum promotes a more self-directed approach to learning, making the learning experience more student-centric. Most assignments are flexible enough to allow students to explore, but they are still expected to learn the basics of the lesson. Since the coursework enables the student to do a lot of fieldwork and project work, the student has more control over how he/she wants to handle the lesson. Students also exhibit more creativity in the manner in which they submit their work. Many opt to experiment with various types of software programs when

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asked to submit coursework. Class time is spent more on analysis than on the delivery of information. Reduced seat time also allows for additional time for practical applications of learning. One student commented, "By working independently, you are forced to find out the answers to questions, problems, and do research on your own. I feel that in some cases, you learn more - independently."

Traditional support services are still available. Networking opportunities exist for online students in person, via e-mail, and at the annual Florida Library Paraprofessional Workshop, which is sponsored by IRCC.

Students have indicated their satisfaction with the modified curriculum. Comments and evaluations from students have been positive. The retention rate is approximately 80%. Interaction through e-mail enables the students to maintain a more regular and open communication with the instructor. An anonymous comment from the fall 1998 indicated, "Distance learning is an ideal way for me to get my education."

IRCC strengthened its accreditation with the Southern Association of Colleges and Schools through its Substantive Change Procedure C application, which allows for the initiation of off campus programs, branch campuses, and other distance learning activities.

The program lays the groundwork for other departments considering online programs. The practice can be adapted or duplicated in part or in whole in those departments that require extensive fieldwork or observation, independent or self-directed learning modules, practica, and on-the-job training. It is especially valuable for unique programs that are offered by only one or by a few educational institutions, and are geographically remote to many students.

The program earned the 1999 IRCC Instructional Innovation Award, the 1999 IRCC President's Pioneer Award, the 2000 Innovative Excellence in Teaching, Learning, and Technology Award at the Eleventh International Conference on College Teaching and Learning, the 2000 Community College Learning Resources Achievement Award for Program Development given at the American Library Association Annual Conference, and most recently, the Exemplary Program Award for Distance Learning from the National Council for Continuing Education and Training Annual Conference.

Fast Track Manufacturing Program
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The situation in St Joseph County, Indiana in spring 2000 had all the elements of a looming regional labor crisis.

South Bend-based AM General, manufacturer of the Hummer vehicles popularized in the Gulf War, announced plans to build a new plant to manufacture a civilian

version called Hummer 2. Already a major regional employer, the company said it needed to hire 1,500-2,000 additional workers to begin production in March 2002. Other area manufacturers began worrying about losing their skilled workers to the new plant. Meanwhile, labor experts predicted massive retirements in the area's metalworking industry—employing an estimated 70,000 people—over the next decade. An emerging labor force of the unemployed and underemployed was eager to step into the high-paying jobs, but lacked the skills to do so. Unfortunately, the area, once home to industrial giants like Studebaker and Oliver Plow, had lost the capacity to train technically skilled workers as the economy shifted from manufacturing to service.

Then, a coalition of educators, business and industry leaders, and government and community agencies stepped forward with a solution: the new Fast Track Manufacturing Training Program, brought from concept to classroom in just half a year at the South Bend campus of Ivy Tech State College-Region 2. The first class, which began in October 2000, now is preparing to graduate in early March 2001, and the rolls of future classes are filling quickly.

Fast Track is an intensive program that provides comprehensive training in manufacturing skills as well as in behaviors and attitudes required on the job. Its objectives are twofold: to meet the industry demand for trained workers, and to equip the area's pool of underemployed workers with the skills they need to get stable, well-paying jobs.

Participants select either a 16-week program, which meets four nights a week, or a 12-week schedule, which meets five half-days a week, morning or afternoon. Classroom instruction in blueprint reading, shop math, measuring instruments, machine theory, manufacturing systems and processes, and quality control is augmented by significant hands-on training on the shop floor. From the beginning of the program, participants work in the shop at least one day a week, completing a minimum of one project every two weeks.

Students learn machining skills on conventional, manually operated surface grinders, drill presses and lathes; and programming skills at computer terminals. This arrangement prepares students to make an easy transition to CNC (computer numerically controlled) equipment without requiring Ivy Tech to make a large investment in computerized machine tools.

"Soft" skills are as important as "hard" skills. Graduates receive not only a certificate that attests to their technical ability, but also one that affirms their punctuality, cooperation, sense of responsibility, commitment to a metal-working career, and other positive workplace attributes. At the end of the program, participants are ready to apply for well-paying, career-track jobs with major area manufacturers.

Two critical elements give the Ivy Tech-Region 2 program a competitive edge over other intensive training programs. One of these elements is the use of WorkKeys, a system developed by ACT, Inc. to identify the skills needed for specific jobs and assess applicant readiness to begin employment or enter a training program. Ivy Tech-Region 2's Fast Track is the first training program in the state to use the WorkKeys system. Using WorkKeys, job profilers worked with area employers to evaluate key skills and competency levels required to do the jobs targeted in the Ivy Tech-Region 2 Fast Track program. Then the curriculum was built around these skills and competencies. An assessment tool also was developed to determine if Fast Track applicants had the aptitudes and basic skills to complete

the training successfully. As a result, employers know that program graduates have the skills they require of entry-level metalworkers. The Ivy Tech-Region 2 program also uses a companion ACT system, a computer program called KeyTrain, to remediate students who initially lack the skills to enter Fast Track training.

A second critical element in the Ivy Tech-Region 2 program is the breadth, depth, commitment, and enthusiasm of the partnership network. The program counted among its early business partners a half-dozen major manufacturers in addition to AM General. Additional manufacturers are stepping forward to participate as they learn about the program through mass media and word-of-mouth.

Among the government and community partners are the state-sponsored Workforce Development Services of Northern Indiana (WDS); the South Bend Housing Department; the Business Assistance and Development office of the City of South Bend; and Project Future/CONNECT, the economic development arm of the St. Joseph County Chamber of Commerce.

These partners were involved from the very beginning, ensuring that the program would meet the needs of manufacturers, employees, and the community. They continue to provide support in recruiting students, helping them overcome financial and logistical obstacles, and assisting them in obtaining jobs when they graduate.

Future plans call for expanding the Fast Track Manufacturing Program to more students, and expanding the Fast Track concept to other industries.

By summer 2001, Ivy Tech-Region 2 expects to have eight manufacturing classes running simultaneously at two campuses, South Bend and neighboring Elkhart. A Spanish language version of WorkKeys is expected to make the program more accessible to the area's growing Hispanic population. By fall 2002, the college plans to have graduated as many as 80 classes for a total of 1,500 to 1,600 trained workers, including a significant number of women, minorities, and older workers.

Ivy Tech-Region 2 believes the concept of intensive training in a compressed time period can be applied to almost any industry where medium-skill, high-turnover employment exists, or where extensive retirements are about to occur. The college is looking at expanding the Fast Track concept to health care, banking, insurance and food service. All in all, the Ivy Tech-Region 2 Fast Track training concept looks like a sure bet to put employers, workers and the entire area on the "fast track" to greater economic prosperity.

Initiative For Faculty Training: Online Teaching
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In 1997, the administration at Kansas City Kansas Community College approved a faculty-led initiative to create a course for instructors interested in teaching online classes.

Having completed course work for the Certificate in Online Teaching from UCLA Extension and teaching an online pharmacology class for addiction counselor students, an instructor was anxious to share her experience with other faculty. She volunteered to develop a six-week course for faculty that would help make the transition from onground to online course delivery.

A breakdown of the topics presented in the course are as follows: 1) a review of articles published that both favor and discourage online education, 2) reading an article about adapting onground techniques to the virtual environment and then applying the information to the instructors specific course, 3) taking a learning styles inventory and applying the results when writing an assignment for an online class, 4) review existing online courses where available, discussing design and structure, 5) discuss the merits and disadvantages of multimedia use, focusing on the end-user, 6) developing methods of assessment that are more practical in an online environment, and 7) emphasizing the importance of synchronous class discussion to avoid becoming a "high tech correspondence course."

Since 1997, the course itself has evolved but has maintained its focus on pedagogical issues, not on the technology used for the virtual classroom. Instructors must first understand the paradigm shift necessary for successful online class delivery before taking on the challenge of developing and delivering material.

Only after the successful completion of the online teaching course, can a faculty member then move to the training on the software system.

The online teacher training was deemed so important by both the faculty and the administration that a section regarding online training, course development, and compensation were added to the KCKCC Master Contract 1999-2002 (p.16) cited below.

Article XIII. Online Course Development and Compensation

The Board of Trustees of Kansas City Kansas Community College recognizes the need for quality control, faculty involvement in final course acceptance and approval, including the traditional division, dean and Academic Policies process, faculty compensation, realistic student load and institutional ownership of all online course materials.

An Instructional Design Team (IDT) will be created of faculty members from each academic division and the Instructional Technology Online Project Leader. This team will provide content and design consulting assistance to faculty members developing online courses and curriculums. The IDT will also recommend payment to faculty upon delivery of completed course materials and IDT course approval.

To assure quality control, each faculty member desiring to develop online courses will first take the KCKCC Online Development course as approved by the Vice President for Academic Services. Completion of this course will familiarize faculty with the frustrations and techniques encountered in online development. However, faculty demonstrating prior online development and/or online instructional experience will not be required to take the KCKCC Online Development course. Upon IDT approval and payment by the college, the college shall own all materials developed and submitted.

The amount of compensation faculty will receive for developing an online course will be 3 credit hours at the then-current base credit hour rate. Further, the first time an online course is taught by a faculty member, the rate of compensation will be 1.5 times the number of course credit hours. Thenceforth, faculty will receive 1 .0 times the number of course credit hours. It is possible to obtain reassigned time for developing an online class. Reassigned time must be worked out with an appropriate dean.

The minimum number of students necessary to make an online class the first time it is taught by a faculty member will be set at four. The second time a faculty member teaches the same course, the minimum number of students necessary to make the class will be six. Thenceforth, the minimum number of students will be set at the then current number for a non-online course. (that number is currently 8)

The initiative to train faculty to teach online has been highly successful. Since the course inception through Fall 2000, one hundred forty-eight people have completed the course. Fifty-eight instructors at KCKCC are now teaching online. Thirty-eight are full time faculty, resulting in 30% of all full time faculty at KCKCC teaching online.

Many "students" are from other institutions. For example, in the summer of 1998, of the seventeen members of the class, three were from a community college in St. Louis, ten from a community college in southeastern Kansas, four from a university in Kansas City Missouri. Faculty from institutions in Iowa and Illinois have also participated in the course. A sister institution in Kansas has modeled a training course for its faculty after a teacher participated in the KCKCC course.

In addition, individuals holding administrative or other staff positions have completed the course. In the fall of 2001, a course consisting of deans and directors, from KCKCC and other institutions, will commence.

The training model developed by KCKCC has been presented at state and national conferences. Community colleges in Kansas and Nebraska have sent faculty and administrators to meet with the KCKCC initiative group and continue to make contact for additional information regarding the training program.

The original one credit hour class in 1997 has resulted in 90 courses, over 126 sections, generating over 3600 credit hours in the spring semester of 2001. The online initiative at KCKCC has been highly successful and continues to strive for excellence in training and delivery.

Online Dental Assisting
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Licensure laws for dental assistants in New York State were enacted in the mid-1990's. Since currently practicing dental assistants were not grandfathered, individuals employed as dental assistants were no longer permitted to perform many of the functions and services their dental offices needed. Education leading to licensure could only be provided at a few sites in New York State – accredited dental schools and schools of dental hygiene.

Monroe Community College and the SUNY (State University of New York) Learning Network offered a program of courses to meet the educational requirements of New York State licensure through online computer courses. This innovative program was designed to meet the needs of practicing dental assistants who may not have access to a traditional on-campus program.

The SUNY Learning Network is an Internet-based delivery system. Lecture material and course content are offered entirely online by computer. Laboratory and clinical experience are monitored by the sponsoring dentist who employs the student. In combination, the student is able to fulfill all the requirements necessary for licensure in New York State.

MCC's program includes courses in professional dental assisting, clinical content areas, biomedical sciences, and communication skills. The sequence of courses allows student to complete the program in one year on a full-time basis or two years on a part-time basis.

The program was designed to ladder into Monroe Community College's Dental Hygiene Program. Although all courses are offered online, students may take their English, biology, and speech requirements at their local community college. All courses carry college credit; this is the first fully accredited online Dental Assisting Program in the United States. We would be pleased to discuss partnering arrangements with other parts of the country that are poorly served by hygiene/assisting curricula. This online delivery mode is particularly advantageous to rural or sparsely populated areas.

As New York State continues to introduce new competencies into assisting practice, the online program will provide the continuing education necessary for these expanding scopes of practices.

To date 50 students have completed the program; there are routinely 120 total registrants each semester.

Student and sponsoring dentist feedback has been very positive. New York State patients are better and more safely served.

Fast Track
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The Fast Track program at Nash Community College is an academic program designed to enable students to fulfill graduation requirements at an accelerated pace. Fast Track began as an initiative to improve student retention and to provide alternative modes of delivery to accommodate the academic needs of our non-traditional students. Target groups for this program are students in need of some remediation, students who are motivated to enter the workforce more quickly than traditional students, and students who desire to transfer to a four-year college but do not attain immediate placement into the college transfer program. Students enrolled in the program are able to take more courses per semester while having fewer courses at any one given time.

Across the curriculums, Fast Track offers a variety of developmental and college-level prerequisites in sequential order with multiple entry points to service the greatest number of students. Program wide, student retention rate is 96% with 85% of students earning a grade of C or better compared to 71% of their traditional counterparts. Students in developmental reading and composition courses have a significantly higher rate of success, with a 100% success rate on the standardized ENG 090 exit exam. Students in developmental mathematics courses succeed at a rate equal to or higher than traditional students. These students go on to complete college-level curriculum courses within the same semester and continue to perform at significantly higher rates than their traditional counterparts.

Generating the most interest and the most acclaim from students and industry is the program's focus on work-based learning and authentic tasking. Fast Track course objectives include the innovation of practical application of job readiness skills and the assignment of career-related tasks. Curriculum integration efforts include speakers in professions that correlate with students' primary career goals and promote student awareness of the diversity of job-related possibilities open to them and student participation in job fairs held in our Business and Industry Center. In addition to bringing business and industry into the classroom, Fast Track students also are required to identify and shadow a career coach, a professional who holds the position the student desires to attain upon graduation. These shadowing experiences are arranged in conjunction with the program coordinator and the Chamber of Commerce.

Rather than having students write in various expository modes about memorable childhood experiences and other traditional topics, Fast Track students go out into the career field and write about their observations and job-related knowledge gained while in the world of work. For example, a nursing student may write an essay detailing the specific duties of a nurse anesthetist during brain surgery or a surgical nurse during a post-op session with a patient. An Information Systems Technology student may write a process analysis of restoring a computer mainframe to operational order or describe the contribution technology support personnel have on successful operations of industry. An Architectural Engineering student may shadow a commercial contractor and detail how to assess the

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logistical needs at a construction site or narrate the job-bidding process. In another class, students prepare memorandums and business letters directed to career coaches and formal reports that identify occupational problems or weaknesses and propose workable solutions easily implemented in the workplace. Regardless of the academic track of the student, each Fast Track student receives a first-hand look at authentic work in a given career field and a clear understanding of how the skills learned in college are relevant to quality performance of that work.

As a result of the innovative focus on work-based learning, students enrolled in Fast Track have observed cesarean delivery and natural birth of numerous newborns, brain and spinal surgeries, appendectomies, post-operative care, geriatric care and services, routine operations of small companies and major corporations, the diversity of career-related positions in a given field, as well as Nash Community College graduates thriving in the workforce. While many students have returned from their shadowing experience with part-time employment offers or internships, some have returned desiring to change majors, realizing that a specific job was not what they had envisioned after all. All of these are measures of success. It is for this innovative approach of extending the educational process outside of the traditional classroom environment that the Fast Track program received the 1999 RJ Reynolds Award for Outstanding Curriculum Integration.

In addition to putting students in the workplace as avid observers, Fast Track fosters the connection between occupational knowledge learned and authentic work-related tasks. Students are required in numerous courses to present portfolios that include research of academic periodicals, Internet web sites, and trade papers; writing abstracts linking informative knowledge with applied relevancy in the workplace. By integrating new technology and applied processes, students learn how to analyze and evaluate information, reconcile bank statements, track stock trading, calculate real estate closing costs, as well as develop teamwork and problem solving skills.

Fast Track students of Critical Thinking learn not only ethics in the workplace, techniques of media manipulation, and how to view problems from multiple perspectives, but they also learn the value of being contributing members of the community. Service projects for this course include volunteering with Habitat for Humanity, Special Olympics, American Red Cross, and local nursing homes and shelters for the homeless and battered women and children. For the final exam, students tour the National Holocaust Memorial Museum in Washington, DC, where they are afforded the opportunity to see the lasting impact one person can have on society, both in the devastation that the actions of one can cause and the triumph of the human spirit that one survivor can secure for generations.

Other program innovations include an accelerated Certified Cisco Network Associate's certificate program and the implementation of an accelerated AA degree Summer 2001. Through presentations at state and national educational conferences, we have facilitated the implementation of similar work-based accelerated programs across the country. The Fast Track program at Nash Community College is committed to producing job-ready graduates through authentic tasking and work-based learning.

"Fast Tracking" To Microsoft Certifications

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Only two years ago, in the fall of 1999, the College approved, for college credit, a series of courses designed to satisfy Microsoft's requirements to sit for the series of certification exams leading to the Microsoft Certified Systems Engineer (MCSE) credential. At the same time the College became a Microsoft Authorized Academic Training Provider (MAATP).

The program, embedded partly in the existing Electronics and Computer Technology department and partly in the Computer Information Systems department, quickly took on a life of its own. Heavily enrolled from the outset, courses were re-designated, in 2000, as Local Area Network (LAN) and the offerings quickly multiplied. At the same time, the College made arrangements to permit students to sit for the Microsoft certification exams at a specially organized, on campus, testing facility administered by the College's office of Instructional Support Services. This proved immensely popular and interest mounted to accelerate the time required to fulfill the requirements needed to succeed at the certification exam.

By the summer of 2000 it was evident that an effort needed to be made to deliver the necessary credit instruction in a more compact packet, yet not compress it into the seminar style of instruction common among commercial, for profit, entities, with uncertain success on the exams.

The College's faculty organized a battery of courses whose mastery was essential to successful MCSE certification. Six core courses, totaling 12 credit hours, were mandated. Organized to be taken in groupings of 3, 5, 6 and 8 weeks, the scheme prepares students to sit for the MCSE exam in 16 weeks. Because students enroll for the whole battery of courses, following each other at different starting dates interspersed during the traditional academic year, dropouts could not be replaced by students who might otherwise be "ready", having acquired the necessary prerequisite in the battery at some other time. Consequently a careful selection of eligible students was required and arranged through a formal screening process. This was initiated by administering a "readiness" exam followed by faculty interviewing of those students successfully evidencing the prerequisite knowledge to ensure success in the "fast track" program itself.

The program, initiated this spring 2001, enrolled two full "tracks" of 24 students each. Along the way, students may sit for intermediate certifications as they complete each specialty course, earning Microsoft Certified Professional (MCP) credentials. Earlier experience has shown an almost 100% success rate by those who sat for intermediate MCP certification exams as they completed each course. These success rates encouraged additional students, many of whom elect to take the program in the more conventional semester-long format that is offered along with the fast track.

The LAN program has grown exponentially in the scarcely two years that it has been in existence. Initiating the "fast track" option, with its almost immediate full enrollment, evidences the need for and the popularity of such programs. The need

for IT professionals, and the avenue this is providing for workers to learn new skills, upgrade old ones, alter their careers or advance in their present ones merits the efforts made by the College to provide a faster way to achieve these ends. Moreover, providing an affordable alternative for people who may not be supported by their employers, opens the door to greater economic viability for entire cohorts previously shut out of the good employment opportunities in Information Technology.

It appears the "Fast Track" is here to stay at Oakton Community College and can be duplicated in other popular programs leading to similar opportunities.

CREOLE – Continuing Real Estate Online Education
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Continuing Real Estate Online Education ("CREOLE") is sponsored by the two-year colleges of Oklahoma and is offered through the Online College of Oklahoma. The implementation; creation of courses; and the fiscal, web, and records management are coordinated by Oklahoma City Community College. CREOLE offers Oklahoma real estate agents the flexibility of completing their Continuing Education Units over the Internet. All offerings through CREOLE are designed in conjunction with and approved by the Oklahoma Real Estate Commission ("Commission").

Goal: To provide real estate agents with an alternative means of receiving their Continuing Education Units, as required by the Commission.

Background: Oklahoma requires, every three years, 2.1 Continuing Education Units (21 clock hours) for licensure renewal for real estate agents. Previously, agents had to travel to a training site for continuing education. During the meetings of the Oklahoma Public Institutions of Higher Education Presidents' Council, it was determined that a service was needed for real estate continuing education, particularly in the remote areas of Oklahoma. From this discussion, a method to offer web-based continuing education training for real estate agents was developed by Oklahoma City Community College and funded by the Oklahoma two-year colleges.

Development: Initial contacts with the Commission Education Coordinator were made in early fall 1999. The development of the curriculum began in October 1999, with the first courses scheduled for January 2000 (Real Property Taxation, Reduction of Risk, and Contract Law). Four additional courses were implemented by summer 2000. These initial seven courses were developed in order for agents to receive their required 2.1 Continuing Education Units.

Implementation: Meetings were conducted with the Admissions and Records Office, the Office of Computer Systems Development, Academic Affairs, and External Educational Programs to discuss the logistics of this pilot program. All course information was provided by the Commission and final review took place

by the Commission. As soon as the logistics were in place and the courses online, agent's addresses were received from the Commission and postcards were sent to all licensed agents who needed some or all of their Continuing Education Units. Brochures are now sent on a monthly basis to agents whose license will expire within 60 days.

Process for Agent: Agents are able to register and enroll online by completing the required online forms. The cost for each course is $15.00 and is payable by credit card or check. Agents are then able to read, review, pretest, and test at a time convenient for them. At the end of each month, the Course Facilitator compiles a list of agents who have completed course requirements (including their license number and the completed course number) and sends the information to the Commission for their records, with a certificate of completion being sent to the agent.

Impact: As of December 2000, 72 agents have enrolled and 292 Continuing Education Units have been completed. A survey has been e-mailed to individuals who had completed a course requesting their feedback about the enrollment and payment process, context, directions, and any other suggestions for improvement. All returned surveys indicated the courses were understandable, that CREOLE provided a wonderful and much needed service, and had met their continuing education unit needs.

An additional seven courses are being developed and are expected online by May 2001.

Associated Costs: Associated costs include the development of the courses, hiring of a course facilitator, name registration, minor software costs, notice reports from the Commission, the development of brochures and postcards, and postage.

Adaptability: Using CREOLE as a prototype, Continuing Insurance Online Education ("CIOLE") was created and scheduled for beginning enrollment in January 2001. CIOLE was developed in the same manner as CREOLE in a working partnership with the Oklahoma Insurance Commission and local insurance agents. CIOLE will provide the 16 hours required in each 24-month period for insurance agents.

Viewing of the CREOLE home page and course information may be seen at: http://apollo.okc.cc.ok.us/creole.

ORCA: Online Resources for Classroom Activities
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In the spring, 2000, the Center for Virtual Learning at Parkland College began working on a project to aid students in online courses. The intention of the project was to develop a customized workspace for students to access e-mail, their courses, an assignment calendar, select areas of the college and personalized

links. As the project took form, it became apparent that the resources could serve the entire student body and offer increased convenience for faculty. The result, Online Resources for Classroom Activities (ORCA) is an academic portal designed to increase communication and productivity of faculty and students, particularly in online environments.

Academic portals have been highlighted recently in the *Community College Journal, Syllabus,* and *The Chronicle of Higher Education.* Many of these articles espouse the potential of academic portals, but also the difficulty and cost associated with designing and developing them. The Center for Virtual Learning at Parkland College was able to take an academic portal from conception to operation in nine months at a total cost considerably less than required for commercial systems.

In the design phase, a graphics design artist, three programmers, and a manager were employed to develop an in-house system that had flexibility and utility. The resulting system accepts mainframe information in the form of a text file and processes the information for presentation on individual student and faculty pages. This design is expected to be widely transferable to other institutions.

Upon accessing ORCA, students see links to courses they are enrolled in and activities of interest to them, while faculty have access to course rosters, student information, and a web-based mail form that allows faculty to send e-mail to the entire class or groups of students has also been quite popular. A calendar function is available that allows instructors to enter due dates for their courses. The student sees assignments for all courses at once in their personal account with an option to compile and print the calendar in checklist form. Finally, both students and instructors can customize links, a news ticker, and create/edit template-based personal homepages. Future capabilities in ORCA include remote accessing of article databases at Parkland's library, administrative functions (searching student schedules, etc), and, potentially, a grade book function for faculty.

Currently, instructors have been using ORCA to access current roster and contact information on students, but more advanced functions have been largely limited to online courses. The Center has begun advocating the use of ORCA to hybridize on-campus courses. In spite of the somewhat limited use of ORCA college-wide, ORCA has averaged 100,000 visits per month, since its implementation in August 2000.

Academic portals represent the first phase of technological enhancement of services, academics, and activities at colleges and universities. Expanded and continued integration is expected as technologies progress. The Center for Virtual Learning and Parkland College have shown in the development of ORCA that a community college can develop such enhancements in-house to meet specific needs in a reasonable timeframe and at a reasonable cost.

Rio Salado College's 26 Starts

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Introduction

Access, as it relates to distance learning, has been tied to when and where students interact with their college courses and learning tools/materials. Access has been the anytime and anywhere aspect of being a student. The need that surrounds access, however, is broader than when a student can study. If today's students want education when they want it, then shouldn't the definition of access be broadened to include when students can enroll in classes?

An Innovative Response to a Broadened Definition of Access

Until 1995, students at Rio Salado College enrolled in distance learning courses three times a year: September, January and May (called trimesters). However, the college embarked upon a pilot project giving students the opportunity to start any a select few classes during any one of five start dates each trimester. These alternative start dates occurred every other week for the first ten weeks of each trimester. This convenience of access was called "flex start."

The impact of the pilot was observed in increased enrollments. The overall enrollment in distance learning classes grew 18% during 1995-1996 from the previous academic year. Because all facets, except flexing the start dates, remained constant, the growth was attributed to the flex start option. Next, the college expanded the flex start concept to as many distance courses as possible. Therefore, during the 1996-1997 academic year, the number of distance learning courses offering the flex start enrollment/registration option grew from 15 to 90%.

As the number of courses with flex starts grew, so too did the enrollments (34% for 1996-1997). Some of this growth came from the addition of a new delivery, Internet, but the greatest contributing factor was the flex start option (after subtracting out the Internet enrollments, the overall increase in enrollment was 24%).

During the summer of 1997, the flex start initiative became a standard 26-start schedule, with distance classes beginning every two weeks throughout the entire year. The ability to register and begin classes within any two weeks throughout the year, along with an increased number of online classes, has caused Rio Salado's annual enrollment in distance learning courses to quintuple since 1995, to 25,000+ during the 1999-2000 academic year.

The Adaptability of the Innovation

The best way to describe how the flex start option at Rio Salado functions is to compare it to activities on most campuses at the beginning and end of a traditional semester. For instance: Registration occurs, adjunct faculty are hired and scheduled, the drop/add period occurs, refunds (within a set timeframe)

occur, welcome letters and/or student orientations occur, media materials are disseminated, student assistance is provided, tests are scheduled in testing centers, grades are submitted to admissions and records, and grade reports are mailed. Basically, these things happen once, or at set times, during each semester in a traditional setting. At Rio Salado College, these things happen on a daily basis so that students may experience the convenience of flex or rolling starts. Registration occurs each day (to include weekends via online capabilities); however, students must be registered the Friday before a Monday start in order to begin that particular class (if the registration occurs on Saturday or Sunday prior to a Monday start, the student begins two weeks later). This timing stipulation ensures that class-specific materials will be received no later than the first day of the class. Since students begin classes every two weeks, they finish them the same way (or even faster if they have the instructor's permission to accelerate their completion). Therefore, the cycle of operations most colleges experience three times a year (fall, spring and summer) occurs at Rio Salado daily.

Measures of Success

One of the greatest benefits of flex starts (aside from students having complete control over when they begin classes) has been that the college never has to cancel a class. Because new students are added to classes every two weeks, it is reasonable to begin a class with a low enrollment knowing that it will grow/increase. If students are denied admission to classes because of closures due to maximum enrollment or cancellations because of low enrollment, not only is their educational program interrupted but, they will likely seek alternative solutions offered by another institution.

Research specific to Rio Salado College distance learning students found that the "general sense of satisfaction" rates between Internet students (88%) and classroom-based students (89%) were so close that they were considered equal or comparable. In addition to levels of satisfaction, research at the college found that the retention rate for distance learning students ranges between 75 and 80%—with no appreciable impact resulting from the flex start option.

A potentially better measure of success and satisfaction, however, may be whether or not Rio Salado's distance learning students are "repeat customers" to any greater (or lesser) degree than its non-distance learning students. Again, research specific to the college found that the differences in subsequent course enrollments between the two groups of students favored distance-learning students. From academic year 1997-1998, 32% of the distance-learning students took subsequent courses compared to 28% of the non-distance learning population. These numbers were 20% and 18%, respectively, for academic year 1998-1999.

Conclusion

The number of students enrolling in distance learning coursework at Rio Salado College has grown more than tenfold in the last three years. The alternative delivery formats, along with the convenience of being able to begin classes 26 times throughout the year has resulted in a 35 to 40% growth rate for each of these years, making distance learning the steadiest and fastest growing program at the college. Clearly, distance education and the flex start option for enrollment at Rio Salado has become a daily affair for students as well as staff.

Changes on the Nursing Frontier

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Nursing has never been as exciting as it currently is at Rose State College. The shortage of nurses in Oklahoma is growing to a critical level, making education more accessible is one way to facilitate a much-needed population. We at Rose State College are one of the first programs to establish an online A.D.N. Nursing Science Program. Oklahoma has a large rural population. LPN and paramedic education in Oklahoma is obtained through a system of technology centers that are second to none. With this, Oklahoma has a large population of technically trained personnel. The online A.D.N. Distance Learning Program offers educational mobility to these technically trained individuals. Because of the articulation policies in Oklahoma, these individuals can obtain their nursing education in a timely fashion.

The Nursing Science Program at Rose State College has always been supportive of L.P.N.s, paramedics and military medics who wish to continue their education in nursing. Since 1980, Rose State College has offered a well-designed and organized track for those students. This enables them to complete their degree as easily as possible. During any given semester, the Nursing Science Program has accommodated up to 50 Career Ladder Track Students. The majority of these students are L.P.N.s, many of whom enter through direct articulation. However, the program has also proven to be beneficial to paramedics and military medics. Many of these individuals challenge one or two semesters of the program to also enter as Career Ladder Track Students.

Despite the long history of service to Career Ladder Track Students, Rose State College recognizes the need to reach out and offer alternative educational opportunities. The majority of Career Ladder Track Students work while in the program. The hours that classes and clinicals meet tend to conflict with their work schedules. In addition, there are many L.P.N.s, paramedics, and military medics who live in rural communities around the state. These individuals often travel long distances to attend college. Some attempt to use Internet-based nursing programs that originate from out-of-state, and they find that the support they need to be successful is not available to them. Rose State College recognizes this and offers an option that better meets the needs of working students. In an effort to meet these needs, Rose State College has developed an online A.D.N. Distance Learning Option for Career Ladder Track Students.

The Distance Learning Option for Career Ladder Students is designed to allow the student to complete an associate degree in nursing while continuing their work schedule with minimal disruption and minimizing travel time and distance. By selecting this option, the student will complete their nursing theory courses online in two semesters. These courses have been developed and are taught by full-time Nursing Science Program faculty members at Rose State College. The courses follow the same curriculum plan; incorporate the same content and skills that are taught on-campus. Opportunities for interaction with peers, the development of group process, critical thinking skills, and advanced skills practice are given throughout the course.

Currently, the Rose State College Nursing Science Program has the capacity to admit 20 students per fall and 20 students per spring into the third semester of the online A.D.N. program. At this time, students enrolled in the Distance Learning Program find they only have to travel to campus once a semester.

Clinical courses are offered at facilities that are likely to be more convenient to the students, during hours that enable them to utilize time off to complete clinical assignments. These clinicals are designed to build upon, rather than repeat, previous health care experiences that the student has obtained. The college employs clinical adjunct professors to supervise the clinical experience. This clinical professor is generally an employee of the clinical facility. This facilitates the clinical experience of the student within the facility.

The goal of the online A.D.N. Distance Learning Program is to have clinical sites in multiple rural areas of the state. This will enhance the students' access to education. There are currently 2 sites that offer the clinical experience for online program students. These sites are located at Norman Regional Hospital and at Clinton-Integris Hospital. There are plans to expand the clinical offerings in the fall of 2001 to Cushing and Woodward, Oklahoma. Sites have been contacted in southeastern and southwestern Oklahoma as potential clinical offerings for the future.

With the online Distance Learning Program, Rose State College will continue to be a leader in the provision of associate degree nursing education for Career Ladder Track Students. The Distance Learning Program will increase educational opportunities for L.P.N.s, paramedics, and military medics throughout the state, making nursing education more accessible and affordable. This option complements existing nursing programs, rather than competes with, or attempts to replace them. By ensuring that articulation opportunities are easily available to nursing students, the profession of nursing will ultimately benefit.

Distance Education at a Community College

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Introduction

Suffolk County Community College (SCCC) is the largest multi-campus community college within the State University of New York (SUNY). It provides the community college experience to the southeastern most county in New York State. The College's web site is located at www.sunysuffolk.edu

Administrative Structure

Over the past three years SCCC took major steps to serve its students through technology in general and distance education in particular. Under the direction of

a new president—Salvatore La Lima and his vice president for academic and campus affairs—James Canniff, a re-organization established an associate dean for college instructional technology position. Furthermore, the creation of faculty coordinators for academic computing, distance education, and instructional design as well as assigning the professional assistance responsible for satellite and video services to the associate dean assured a strong central team to develop College technology plans along with serving the campuses. Finally, the appointment of campus based technology administrators, coordinators for instructional technology support and educational technology units support faculty and student technology initiatives. The College invested over 4 million dollars in implementing a Universal Access plan in which Internet architecture was established, computers in every faculty and staff office, Internet connectivity to all classrooms, and web enabling the College. The College instructional technology web site is located at the URL, www.sunysuffolk.edu/Web/Central/InstTech/

Collaborative Approach

During that same time, the College established its *Distance Education Committee* (DEC). This college-wide group consisted of campus representatives including teaching faculty, coordinators of Teaching Learning Centers, technology administrators, head librarians, deans of faculty; and college representatives which includes faculty coordinators for academic computing, distance education, and instructional design, professional assistant for satellite and video services, college registrar, director for continuing education, associate dean for college instructional technology (chair), executive director for information technology, and executive dean for curriculum and instruction. DEC meets monthly to establish the principles which govern the College's distance education program. DEC guides the college-wide distance education course approval and scheduling process. Finally, DEC oversees the faculty distance education professional and course development component. The DEC web site is located at the URL, www.sunysuffolk.edu/Web/Central/AcademicAffairs/distance.htm

Distance Education Modalities

SCCC currently offers three distance education modalities—telecourses, distance learning classroom courses (synchronous), and online courses (asynchronous).

The Public Broadcasting System (PBS) produced *telecourse modality* has been in operation at SCCC for over fifteen years. The students are loaned videotapes, through the campus' libraries, containing programs and purchase a textbook that is synchronized to the content of the videotape. The student uses the video, book, and faculty instructions to prepare for class seminars. The faculty member meets with his/her class on five, three-hour, occasions. At these times the class engages in both discussion and assessment. Science courses meet on seven occasions in order to have the class participate in laboratory exercises. The telecourse faculty are using the College's course management system to create asynchronous learning spaces during the times that the class does not meet. The class sizes are the same as the face-to-face classes at the college.

In the fall of 1998, the three campus governance bodies synchronized their class time-blocks with a vision of offering synchronous distance education courses, called *distance learning classroom courses.* An investment of $200,000 was made to build three synchronous distance education classrooms consisting of six hi-

resolution video monitors; student and faculty-tracking cameras; student-activated audio microphones; a faculty podium containing a pair of VCRs, document camera, and audio/visual interface; a touch screen faculty control screen; a portal networked computer with zip drive; fax and telephone communication; classroom speakers; tables and chairs for up to fourteen students; and software supporting picture-within-a-picture display.

A course is offered from one campus allowing students from two remote sites to attend the class. The face-to-face class size is divided between the three sites with a college aide's presence at the remote sites assisting the faculty member. Moreover, each of the three sites has a trained distance learning classroom professional assistant assigned for the purpose of technical support when needed. The distance learning classroom faculty are using the College's course management system to create asynchronous learning spaces during the times that the class does not meet.

In the fall of 1999, the College joined the SUNY Learning Network (SLN is visited at the URL, sln.suny.edu/admin/sln/original.nsf) by which *online (asynchronous) courses* are being supported. The SLN offers its members a SUNY-wide base of operation (20,000 students enrolled in over 2,000 courses offered at 40 of the 66 SUNY campuses), a nine-server backbone including a 24-hour by 7-day technical help for both faculty and students. In addition, online course development is supported through regional three-day faculty workshops and each faculty member has his/her own media instructional designer helping him/her in the transformation of his/her face-to-face course into a web-based delivery.

SCCC has also leased Blackboard's course management system (CMS) by which hybrid online learning spaces can be created. Telecourse faculty, distance learning classroom faculty, as well as those in classes that meet in a more traditional format, use the CMS. SCCC envisions that through the use of a CMS, this commuting college can be transformed into the feel of a residential institution.

Finally, SCCC needed to create a web site for use by students, faculty and administrators supporting anywhere and anytime learning which incorporates the basic principles of community college services—faculty advisement, faculty office hours, administrative access, placement testing, class registration along with payment, student services counseling, special services advocacy, registration, library along with bookstore accessibility, academic skill and computing center resources. The College's distance education web site can be visited at the URL, www.sunysuffolk.edu/Web/VirtualCampus/

Faculty professional development and course development

With the support of DEC and the College's Computer Council Training subcommittee technology professional development plans for administrators, faculty, information technology professional assistances, staff, and students have been established. Within in the faculty plan there are distance education professional development programs for the three modalities that SCCC support. SCCC's technology training plans can be viewed on the web site at the URL: www.sunysuffolk.edu/Web/Central/AcademicAffairs/training/

Strategies to Improve Retention in Distance Education Courses

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Historically, Distance Education courses at Tomball College had a course completion rate in the low 40th percentile. Many courses had a significant number of dropouts and student complaint. Student interest in distance education courses continues to grow and is a key component in any college's long-range growth plans. With low completion rates, high drop-out rates and low student satisfaction with the quality of instruction, Tomball College was not positioned well to leverage student interest in this emerging teaching modality.

Distance Education courses within Tomball College's Business & Physical Education Division now make up 16% of the division's 6,800 enrollments (1999-2000) and the division's courses have a reputation for high quality. The division recognized early that distance education was a key to component to their growth strategy and began initiatives in 1996 to develop support systems for faculty teaching distance education courses to improve student satisfaction and completion rates in distance education courses. Specifically the division initiatives were developed to address concerns about the number of students dropping out of distance education classes and the number of complaints about these courses, faculty and administrators focused on knowing our students and on strategies to help our faculty be successful. The key points to the division's initiatives were:

Know Your Students

Are there typical characteristics of distance education students; what factors make a "successful" student; What courses do the students want; what DE modalities do they prefer; what do they think of current DE class offerings?

Information was gathered to gain insight about this group of students to be able to address their concerns. A self-assessment instrument for students was developed to assist with advising. Orientations to distance education courses include guidelines and set clear expectations for students, as well as clearly state instructors' commitment to timely responses to student inquiries.

Strategies to Support Faculty

Many community colleges (including ours) were doing little to train their faculty in Distance Education methodologies. Some faculty saw this as a professional development opportunity to enhance their instructional design skills and technology application skills. Strategies developed to support curriculum and instruction are as follows:

1. **Implement a Training Program and Invest in it** — To meet our identified needs, NHMCCD developed a formal Distance Education certification program taught at the Center for Distance Learning at the district's University Center campus in The Woodlands, Texas. The Distance Learning Center offers both a 40-hour DE program with a $1,200 tuition for non-faculty and a ten-week, online certification course with a $150 tuition. Feedback from faculty emphasize the benefits of both the instructional

design modules and the technology application skills. The training is available to both full time and adjunct faculty.

2. **Set Instructor Standards and Track Results** — By the time you get student feedback without actively soliciting it, it usually is in the form of a drop out or a complaint that can damage that student's whole opinion of and participation in your DE program. The Business & Physical Education Division now requires new faculty hires to get DE training and certification within their first 12 months of employment *before* they teach a DE course.

3. **Invest Time and Money in Standardizing Course Formats** — This results in higher student satisfaction with their courses, and it increases the confidence level of faculty members new to the DE experience.

4. **Utilize "off-the-shelf" Solutions** — They are a timely and cost-efficient way to expand your Distance Education course offerings. They also contribute to making the workload for faculty more manageable.

5. **Spend Time and Money in Developing Communication and Advertisement Strategies** — We included: e-mail for the students, briefings for the advisors, student self-assessments, publicizing contact information and getting a course instructor's commitment to engage in and continue timely communication with their students. That meant having faculty available by e-mail as well as by phone, and agreeing to set "turn-around" times to respond to student inquiries. These guidelines are published in the course syllabi, as are specific progress checks and deadlines that students agree to meet.

Results

The results from implementing these strategies continue to be positive. Retention rates in distance education courses improved dramatically. We saw a 78.7 percent completion rate for the DE classes in 1999-2000. Student complaints about our DE course offerings decreased by 78 percent. Course dropout rates also decreased dramatically – from 141 in 1998-99 to 44 in 1999-2000. Gone were the days of a class completion rate in the low 40th percentile.

The strategies implemented in Distance Education courses at Tomball College have increased the number of students successfully completing distance education courses. They have also resulted in enhanced the curriculum and instruction skill sets for faculty. The faculty teaching our DE courses take pride in their enhanced professional skills from the certification program, and began to view themselves as being among our "best." Our efforts have also been recognized on a national level. Our retention efforts in distance education have been named an Institute of Higher Education's 2001 Bellwether Finalist, a Center for Teaching and Learning's 2001 Featured Practice, a League for Innovation's 2000 Exemplary Practice, and a National Institute of Staff and Organizational Development 2000 Best Practice.

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ABOUT NCIA

The National Council of Instructional Administrators (NCIA) is a private, nonprofit, professional organization affiliated with the American Association of Community Colleges (AACC). With membership in two-year institutions across the nation and Canada of over 5,000, the NCIA is the largest such affiliated council.

Committed to leadership, innovation, advocacy, and development for the improvement of teaching and learning, NCIA is the national voice for the opinions and concerns of administrators of instructional programs in two-year colleges. The Council is consulted by the leadership of the American Association of Community Colleges and by other national organizations on matters of importance regarding instructional programs.

In addition to an annual volume of Exemplary Initiatives, NCIA publishes a quarterly newsletter and, on a periodic basis, literature searches on vital instructional topics. National, regional, and state workshops are sponsored, and major presentations are made at various annual conventions including the annual AACC meeting.

Persons interested in membership in NCIA may:

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